



1945

The administration of a child care center during the war emergency

Laurence A. Farrar
University of the Pacific

Follow this and additional works at: https://scholarlycommons.pacific.edu/uop_etds



Part of the [Education Commons](#), and the [Social and Behavioral Sciences Commons](#)

Recommended Citation

Farrar, Laurence A.. (1945). *The administration of a child care center during the war emergency*. University of the Pacific, Thesis. https://scholarlycommons.pacific.edu/uop_etds/1033

This Thesis is brought to you for free and open access by the Graduate School at Scholarly Commons. It has been accepted for inclusion in University of the Pacific Theses and Dissertations by an authorized administrator of Scholarly Commons. For more information, please contact m gibney@pacific.edu.

THE
ADMINISTRATION
OF A
CHILD CARE CENTER
DURING THE WAR EMERGENCY

By
Laurence A. Farrar
...

Stockton

1945

A Thesis
Submitted to the Department of Education
College of the Pacific

In partial fulfillment
of the
Requirements for the
Degree of Master of Arts

APPROVED

Chairman of the Thesis Committee

DEPOSITED IN THE COLLEGE LIBRARY:

DATED:

Librarian

FOREWORD

A few years ago the mother who would have thought of leaving her child in the care of a day-care center while she went out to work, would have been accused of abandonment, neglect, selfishness or unwillingness to accept the responsibilities of home-making. It would have been contrary to our belief that the home is the foundation of our society and that the place of the mother is to remain there, beside her children. Beliefs of the opposite sort were only held and practiced in countries like Russia where the State was endeavoring to break up the home and family life and to regiment society.

But the present war and all its inevitable emergencies has greatly changed our conceptions. With millions of women at work today, and our government urging that more obtain work, the working mother who brings her child to a child-care center has become a dignified and accepted scene in American life. In spite of the fact that there are still a number of eyebrow lifters and those who think it is all right for someone's else child perhaps, but not their own; the fact remains that many mothers are being converted and child-care centers are mushrooming up throughout the country and contributing the latest innovation to the educational world. Back in 1920 the United States Office of Education had only three nursery schools recorded for the entire country. In the decade following, this number increased to

262. On August 16, 1944, the Federal Works Agency reported that 1788 nursery school units (ages 2 to 5½ years) with an enrollment of 53,017 children and 1306 centers for school age children (ages 5½ to 16 years) with an enrollment of 72,709 were then in operation through the efforts of local communities and aid from the Federal Government through Lanham Act funds.¹

As a teacher in the Stockton Public Schools, the writer became interested in the child-care program when he was asked to direct the newly formed center at the Lafayette school in Stockton on July 1, 1943. At this writing he has served nearly two years in this center and has a modest feeling that possibly his experiences, observations and conclusions might be worth writing down, hence this thesis.

The writer should like here to acknowledge the generous help, advice and encouragement of his co-workers, Mrs. Edith Herring and Mrs. Iva Clark who have served so faithfully and untiringly in the Lafayette nursery and to Mrs. Mary Hawkins who has so patiently and faithfully worked with him in the Extended-Care program. He also wishes to thank Mr. Andrew P. Hill and Miss Carrie Bowman of the Stockton School Department for their helpful information and to Mrs. Nall of the Federal Child Care office for important facts and figures; and Dr. J. William Harris of the College of the Pacific for his helpful suggestions and encouragement

¹Mrs. Florence Kerr, Assistant to Administrator Director, War Public Services, Federal Works Agency, Personal letter to author, Sept. 24, 1944.

in the preparation of this thesis; also Mr. C. J. Parsons, Principal of the Lafayette school, for being so generous, helpful and patient in permitting us to use parts of the school building to carry on our program; and to all the many people who have so kindly furnished him with suggestions and data.

CONTENTS

Chapter		Page
	Foreword	i
I	Introduction	1
II	Brief History of Progress of Child Study	5
III	Recent History of Preschool Care and Child-Care Center Program	12
IV	Stockton's Experience With Nurseries Previous to Present Emergency	16
V	How Funds Are Made Available Through the Lanham Act	18
VI	How Stockton Met the Need For Child- Care Centers	26
VII	Selection of Lafayette School As Site for Day-Care Center	36
VIII	How the Lafayette School Was Adapted to the Needs of a Child-Care Center	38
	Nursery Problems	38
	Sketch of Building	39
	Extended-Care Problems	45
IX	Success of Venture During Early Months of Operation	57
X	Staff Required to Operate Day-Care Center	63
XI	The Daily Program	
	For Nursery	70
	For Extended-Care	92

Chapter	Page
XII	Records and General Information . . 116
XIII	Conclusion and Recommendations . . . 130
	Bibliography 139
	Appendix 141

CHAPTER I
INTRODUCTION

1

At the outset the author intended to confine his thesis to the Child-Care Center as a war emergency matter, feeling that child-care centers were more or less of recent origin, set up mainly as a temporary measure to meet the needs of our enormously expanding industries and the need to supplant man-power with woman-power. At first he had the feeling that once the emergency was over, we would revert to the belief that the mother's place was in the home and that the child should remain there as long as possible and that we would continue the standard educational pattern used before the war.

But as he has worked in the day-care program for the past two years and having gathered much information from books and pamphlets as well as from many discussions with co-workers, teachers and parents, his feelings about the program have run the gauntlet from indifference, through mild interest to a genuine belief that the nursery and extended-care idea, in addition to meeting a vital need in the present emergency, has something worthwhile to offer education when the war is over. Today, as never before, the needs of young children the world over should be given new consideration. With the whole world embroiled in a war in which the cream of the male population is being lost, the children of this generation will be called upon

to play an increasingly responsible part in the years to come. Within the past twenty years, we have come to an ever increasing realization that if the security of two, three, four and five-year old children is shaken, their entire lives may be affected. Indeed, it often happens that when such children become adults, even though apparently successful, they cannot quite shake that brooding sense of anxiety and the feeling of impending ill that overshadowed their lives as children.¹

With this none too bright picture for the future, what can we, as parents and teachers offer our children? Many homes are being broken up or upset by the father joining the service or to meet the need for increased production of war materials, families have migrated to overpopulated areas where people are compelled to live under extremely trying conditions. Courage, strength and resourcefulness and the best thought and planning are now needed by all to provide the children with the best opportunities so that the scar of this war will not leave too great an impression on their lives. Fortunately far-seeing individuals in many communities, together with the Federal government are meeting this urgent need by the establishment of child-care centers where parents can bring their children and teachers can assist by giving some of their time.

It was during and after the war years of 1914-1918 that

¹ Rose H. Alschuler, Children's Centers, p. 5

the problems of young children first became a matter of public concern, largely due to the fact that such a high percentage of young men were considered unfit for military service. Prominent among the many other maladies, doctors discovered large numbers of men personally unadjusted and mentally disturbed to such a degree that they were unfit for military service. Those responsible for the mental and physical health of the armed forces gradually arrived at the conclusion that most of the troubles diagnosed had their beginnings in early childhood, between birth and six years of age. So many misfits got into the first World War and were such an expense to the country that the authorities in the present war are taking extreme precautions to weed them out before they are accepted.

Other facts are being learned as a result of the present war which are likely to nourish the growth and development of children, and those likely to impede children's progress. For example, Gillette, a London psychiatrist, has emphasized in his findings that London children can take repeated bombings with a certain calmness, if they are with their parents and feel secure in their affection. In fact, he continues, they can tolerate London bombings under those conditions far better than they can the peace, quiet and cleanliness of some country home but where parental affection is missing.¹

¹ Rose H. Alschuler, Children's Centers, p. 5

Since time immemorial the races of the earth have lavished care and to the other extreme, the lack of care upon their children. The inborn desire to perpetuate the race has led them to bring children into the world but tragically the infant mortality rate has been very high with many peoples. One might measure the degree of civilization a race has achieved by the number of children it saved from death during the first years of its life. At any rate the past has been all too sad, even in our own presumably enlightened country, but the future looks brighter with better Public Health departments, free clinics, inoculations, preventoriums, socialized medicine, nurseries and day-care centers, all of which bid fair to bring the care of this priceless possession to its rightful position.

BRIEF HISTORY OF PROGRESS OF CHILD STUDY

As the writer searched for facts about the history of nurseries and child-care agencies, he found little to reward his efforts. Few references are made to children in history or fiction through the centuries which shows rather plainly that his position in society has always been an unimportant one and that little attention was given to the study of his development or capacities. What interest did exist was mainly about his physical welfare, such as his clothing, food, exercise etc. Instead of trying to understand the child and instead of allowing him to develop naturally, primitive peoples attempted to mold each child according to their standards of what a child should be. Even in enlightened Greece and Rome, where the position of the child was important because he would, in time, be a citizen; parents, statesmen and philosophers concentrated their attention on molding him to the pattern they wished their citizenry to assume with little regard for the child's traits and desires, and abilities. In fact the Greeks were so determined to produce children without flaws that they often resorted to the heartless measure of abandoning sickly or inferior infants in the hills to succumb to wild animals or the elements, or occasionally to be picked up by a lonely sheep herder.¹

During the Middle Ages the child sank into an obscurity

¹ Hurlock, Elizabeth B., Child Development, I, Ch. I

from which it did not emerge until the Renaissance. The tragic Children's Crusade proved that parents must have had little regard for the welfare of their children to allow them to attempt such a dangerous and foolhardy enterprise. With the revival of learning the attitude of teachers and philosophers gradually changed from one of trying to mold the child to an approved standard to one in which the child was made the starting point of education and was carefully studied before his education was planned. Gradually the attitude of society changed toward children. No longer was the child regarded as a little man or little woman, whose life could be molded, but slowly the child began to be studied for the child himself and the point of view changing from an indirect to a direct one. Hurlock¹ on this thought states:

Tracing through the history of child study which eventually developed into the science of child psychology, one can see definite periods in which a specific type of study predominated and later gave way to a different type of study, with emphasis on a new technique. From the time of the Renaissance to the present, there has been a growth of interest in the child and a transition from casual observation, primarily educational in interest, to planned and highly controlled experimental studies centered on the child as an individual, not as an educational problem.

Probably the beginning of scientific child study starts with Comenius who published in 1628 his "School of Infancy", describing the type of education suitable for the first six years of life. Later he published the "World in Pictures" which was perhaps the first children's picture book and

¹
Hurlock, Elizabeth B., Child Development, I, Ch. I

gave to Comenius the credit of being the first to introduce visual techniques in education. Although his books were meant primarily for children of noble and wealthy families, it was the first practical recognition of the fact that the child comprehends objective facts before he can understand abstract terms. The work of Comenius is very important because he stressed the importance of studying the child as an individual and attempting to educate the child according to his abilities rather than the old mold pattern.¹

During the eighteenth century much progress was made in child study by such men as John Locke of England who urged natural methods as opposed to the disciplinary ones used in the education of children at that time; Rousseau in his "Emile" described at length the application of ideal of political freedom to the education of the child; as did the reforms of Pestelozzi, Herbart and Froebel in the nineteenth century. Froebel, usually considered the founder of the kindergarten, based the materials of his book "Education of Man" on his careful observations of young children, both at home and in school. Later in the eighteenth century Pestelozzi observed closely the development of his 3 $\frac{1}{2}$ -year-old son and in 1787 Tiedemann published his observations and development of the early lives of his own children. These two were the forerunners of biographical studies of children

¹Keatinge, M. W., The Great Didactic of John Amos Comenius, translated into English and Edited with Biographical, Historical and Critical Introductions, 2nd ed. London 1910

¹ Hurlock, Elizabeth B. Child Development, I, Ch. I

which became so popular in the nineteenth century.¹

Some progress in child study was made in the first half of the nineteenth century but in 1881, Wilhelm Preyer's "The Mind of the Child" proved to be an outstanding contribution to the development of scientific child study. Preyer experimented with fetal chicks, rabbits and guinea pigs, making systematic daily observations of these animals as well as his son from birth through the third year, with special attention to reflexes and behavior. His works served as a model for later research and experimental techniques and for this reason he is often called the "father of child psychology."²

Baby biographies were also contributed by some in America. Bronson Alcott, father of Louisa M. Alcott was one as well as Millicent W. Shinn's studies "Notes on the Development of a Child" published in 1893. Shinn used Preyer as a model and compared his niece with Preyer's son.³

A very important contribution to child psychology came during the nineteenth century from the interest aroused in the study of the child by G. Stanley Hall of Clark University. Dr. Hall made his first study in Boston in 1881 in a work entitled "Contents of Children's Minds on Entering School." Hall is often referred to as the "father of the child study movement" because of the popular interest he

¹Monroe, Paul, A Text-Book in the History of Education, Ch. 8-11

²Hurlock, Elizabeth B., Child Development, I, Ch. I

³Ibid, Ch. I

aroused by his baby biographies, his observational studies of individual children which gave background to his philosophical and educational theories. Because of his influence and that of his many students, one of whom is Dr. J. William Harris of our own College of the Pacific, the belief spread far and wide that the child was to be looked upon as an individual person, and studies of his physical and mental capacities were made without reference to his education. The stimulus given by Dr. Hall and his disciples soon led many other psychologists and educators to take up the study of children, in fact the interest spread from schools and universities to parents in the home.¹

Ellen Key, a Swedish lady, has given the twentieth century the title of "the century of the child." In the nineteenth century hundreds of studies of almost every phase of child life made their appearance but in many instances, non-scientific methods were used and results were not always clear and correct. To the twentieth century was left the task of making child study a science. In 1917 a Child Welfare Research Station was established at the State University of Iowa, followed later by child study centers at Teachers' College (Columbia) and the University of Chicago, as well as many other institutions where child study is carried on in connection with the School of Education.²

¹ Hurlock, Elizabeth B., Child Development, I, Ch. I

² Ibid, Ch. I

Hurlock¹ states that the effect of the early child study movement in America was fourfold: (1) "It emphasized the individual rather than the school as the focal point of interest in study"; (2) "it stressed the importance of the early years as the foundation for mature personality development"; (3) "it pointed out the need for more definite, reliable, factual knowledge about children"; and (4) "it brought about a realization of the need for more controlled, more analytic, and more accurate methods."

A final quotation from Hurlock² points out five twentieth century trends, namely:

1. Marked advance in methods used in study of child. In contrast to earlier types of study of one individual, recent trend has been to analyze behavior of large numbers of children, studied singly or in groups. Pioneer work in this field has been done by John B. Watson of Phipps Clinic in Baltimore.
2. Development of interest in specialized studies of the different capacities of child, such as learning, motor development, emotions, language, socialization, play, drawing, moral and religious concepts
3. Testing movement beginning with measure of general intelligence by Binet followed by Goddard, Kuhlman, Terman, Yerkes, Pintner and others, who worked out personality and special-aptitude tests and the like.
4. Interest in the maladjusted child. Tests have segregated these and clinics and special teachers and attention has been given to them.
5. Intensive research on the preschool child. Before the First World war it was difficult to get young children to work with but since the war, nursery schools, kindergartens, infant health and mental

¹ Hurlock, Elizabeth B. Child Development, I, Ch. I, p. 8

² Ibid., p. 8, 9, 10

hygienic clinics, as well as centers for research with pre-school children connected with many large universities, have all made it possible for the psychologist to have at his disposal adequate numbers of very young children to study.

CHAPTER III

RECENT HISTORY OF PRESCHOOL CARE AND CHILD
CARE CENTER PROGRAMS

After discussing in the last chapter a brief history and background of child study, I shall now turn to a more direct treatment of the recent progress of the nursery and child-care idea. I have discovered that the movement has been of fairly recent origin. Probably so-called nurseries, where only custodial care were given have existed for a long time, but the writer is referring to the nursery program as it exists today, backed up by sound educational principles and staffed with teachers who have had special training in child psychology.

First signs of government support of nurseries appeared in England in 1918 when the Education Act provided that where tax money was available in any given community, and there was sufficient demand for nursery services, money could quite properly be utilized for nursery care. At about the same time the MacMillan sisters of London began to set up schools, each school taking care of eighty to one hundred children of working mothers. In 1918 Grace Owen of Manchester, England published a book urging the need for sound educational planning as the basis for nursery school programs. Up to that time, group care of young children had been supplied largely on a welfare basis.¹

¹ Rose Alschuler, Children's Centers, p. 6

At about the same time several experimental centers where children could be thoughtfully cared for and observed, were opened in this country. Dr. Abigail Eliot of Cambridge, Massachusetts, who had observed the MacMillan sisters at work in England, directed one. Other centers were located at Teachers' College in New York, University of Iowa and one directed by Harriet Johnson at 69 Bank Street in New York City, who was perhaps the most sensitive and creative of all the early workers with young children. These early nursery schools took privileged children as well as less privileged children but they stressed educational guidance of parents and children in contrast to programs of custodial care which at that time were not on a very high level.¹

Soon after important financial aid came to the support of the child-care and development program. In 1921 Mrs. Merrill-Palmer of Detroit left a trust fund sufficient to establish the Merrill-Palmer School in Detroit, this school being set up to improve the conditions of mothers and children. In 1923 the Laura Spelman Rockefeller Memorial with Lawrence K. Frank as administrator began paying large grants to enable Child Development Centers to get under way. The universities of Iowa, California, Minnesota and Teachers' College at Columbia were foremost among those who used this money to stimulate interest in child-care and education, leading it to assume much larger proportions than could

¹ Rose Alschuler, Children's Centers, p. 7

otherwise have been possible. An early demonstration nursery school was one at Highland Park, Michigan, which operated from 1924 to 1927 and another which was opened in a Chicago public school in 1926 under the auspices of the Chicago Women's Club and has run continuously since, but is now operated by the Chicago Teachers' College.¹

By 1928, the Office of Education had located and gathered data on seventy-six nursery schools and in bulletin No. 9 of the U. S. Office of Education issued in 1932, Dr. Mary Dabney Davis reports on "Nursery Schools, Their Development and Current Practices in the United States", that during the decade 1920 to 1930 the number of nursery schools increased from three to two hundred and sixty-two. Dr. Davis in the same report went on to account for the rapid growth suggesting the following factors: (1) "A general concern that each individual should be given an opportunity to start life with emotional and social adjustments as well established as possible so that some of the present difficulties in adolescent and adult life might be obviated; and (2) Dr. Davis reported that the movement of the population toward cities had placed certain social and economic limitations on family life."² Long before the present war emergency further evidence was cited by Dr. Davis of need for nursery care some of which were "only children", too limited play space, women seeking employment outside the home to carry on voca-

¹ Rose Alschuler, Children's Centers, p. 8

² U. S. Office of Education, Bulletin No. 9, 1932

tions and avocations, and parents wanting the best possible environment for their children and seeking guidance and cooperation in their supervision.¹

The depression of 1933 respected no strata of society and as conditions became worse, much concern for the well-being of young children was felt. In 1933 the Federal Emergency Relief Administration (later known as the Works Projects Administration) undertook, with assistance from the Office of Education to incorporate in their general plan for relief of unemployment, supplementary education programs in which nursery schools were included and for the first time child-care became an integral part of a federally supported program.

¹ Rose Alschuler, Children's Centers, p. 8

CHAPTER IV
STOCKTON'S EXPERIENCE WITH NURSERIES PREVIOUS
TO PRESENT EMERGENCY

The nursery idea is not entirely new in Stockton. Back in the fall of 1918 under circumstances resembling the present, the need for some sort of center to care for children of working mothers was felt. As it is today, the need for women workers in the war effort was manifest and to meet this challenge, a group of civic minded women came forward to start a nursery. Three women were especially energetic in this enterprise and it was due to their efforts and perseverance that the Stockton Day Nursery was established in 1918 and has operated continuously since until last year when it was turned over to the Stockton School department to become the Kitty Munford Nursery. Mrs. Munford, together with Mrs. M. Murphy, secretary and Miss Eleanor Young, chairman of the Board of Managers, were the guiding spirits in those early days. They secured an old store building on East Main Street near Wilson Way and after obtaining a license from the State Board and financial support from citizens, they opened the doors. They hired a matron to cook and oversee the nursery and volunteer help came in to serve during peak hours. Most of the parents served, either worked in the canneries or at the Holt Plant nearby. The charge was very small, starting at twenty cents a day and later being raised to twenty-five cents per day. The child-

ren were given custodial care, being served a hot lunch and given all the opportunities for rest and play and sympathetic treatment that are needed in such an enterprise.

The nursery made two moves, one to a location on South Sierra Nevada and the final one to its present location at 1950 E. Sonora about 1925. During peak seasons the nursery accomodated from thirty to forty youngsters of all ages, while during the winter months the number dropped to five or six. From time to time the association, which was incorporated, appealed to the citizens of Stockton for financial aid and through the efforts of these tireless and energetic women, the doors were kept open. The community should be eternally grateful for their foresight and unselfish devotion to a cause.¹

Other nurseries of one form or another have been in operation in Stockton, nearly all of recent origin. Mrs. Snell operated a Kindergarten in her bungalow on North California Street in the twenties. Miss Catherine Pennell operated a Play School for a time during the middle thirties. Miss Jean Schumacher, who received her training in nursery school work at the University of Iowa, conducted a nursery in 1940 on Pacific and Euclid Avenues, where children were left under her expert care.

So when the present war emergency arose and there was the need for something more extensive, all of the above efforts proved to be a worthy forerunner to present child-care set-up.

¹ Miss Eleanor Young, Interview with author

CHAPTER V
HOW FUNDS ARE MADE AVAILABLE THROUGH THE
LANHAM ACT

During the dark days following the fall of France and some time before Pearl Harbor, our country began to realize that we would have to speed up our national defense. The President had stated that our country would have to become the "Arsenal of Democracy" and soon measures such as Lend Lease, arming of merchant ships and the Old Age Destroyer deal were passed. With the quickening of the nation's activities due to national defense, an increased need for housing became necessary and soon Congress felt compelled to act. The Lanham Act was first passed by the 76th Congress, 3rd session on October 14, 1940 and has been amended a number of times since.

Although the Act's main features were to expedite the provisions for housing, there were other provisions which were available to any community in which the President felt the need to be pressing. The Act provides that the Federal Works Agency is responsible for allotting funds and in addition to housing, it may grant funds for regular school services, recreational services, health programs, municipal facilities such as sewers, water, lights and streets and finally for wartime child-care centers. Up to July 15, 1943, \$2,050,000,000 of Lanham Act funds had been spent and the Federal Works Agency reported as of July 31, 1944 that for

the child-care program alone, \$32,132,694 had been spent, while local communities had contributed \$21,140,665 to these projects.¹

Applications for Lanham Act funds originate in the communities in which the services are needed. The Federal Works Agency furnishes the forms for making application and such instructions as are needed for filling out the form. Often a field representative from the Regional office, (Berkeley in our case) gives such assistance as the would-be applicant wishes in making out the application. The Lanham Act provides that funds may be provided whenever the President finds that in a given community a shortage of facilities necessary to the health, safety, or welfare exists or impends which would impede National defense activities and which cannot otherwise be provided. This means that each application for funds must show that there is a war need for the services for which funds are requested and that these funds cannot otherwise be provided.²

Federal funds may be allotted to public or non-profit private agencies showing legal authority to operate the facilities for which funds are requested. As was the case of Stockton, most of the applications for child-care are made through the public school system. In some cases it is a social welfare agency, in others the City Government, in

¹ Miss Minnie Wiener, Law Librarian, F.W.A., Lanham Act as amended to July 15, 1943, p. 1

² Miss Florence Kerr, Ass't to Administrator, F.W.A. Personal letter to author, Sept. 21, 1944

still others a child-care committee incorporated, or a parochial school.¹

A detailed description of how to go about applying for aid for a wartime child-care center is contained in two lengthy letters from the Federal Works Agency, dated Dec. 13, 1943 (War Public Services Letter No. 8, Revision No. 2 and Letter No. 2, Revision No. 1) signed by Florence Kerr, Assistant to the Administrator Director, War Public Services together with form WS-2 titled "Application for a Contribution for Providing Community Services". These letters are too long to quote in full but I should like to mention a few pertinent facts gleaned from them and to include a copy of form WS-2, pages 1, 2 and 3.²

The question of the responsibility of the community to prove that they are in need of aid is stressed strongly as is the matter that the local agency shall supervise and operate the facilities under acceptable standards and in a manner to meet the war needs. Other stipulations are that the cost to parent does not exceed fifty cents per child per day for standard service and that Lanham funds will not be used for the purchase of food. The purchase of food must be met out of the fees collected locally. The Lanham Act further specifies that no grant, loan or contribution for

¹Miss Florence Kerr, Ass't to Administrator, F.W.A. Personal letter to author, Sept. 21, 1944

² Federal Works Agency, War Public Services Letter No. 8 (Revision No. 2) and War Public Services Letter No. 2 Revision No. 1, both dated Sept. 13, 1943

maintenance or operation of public schools in any State shall be made without prior consultation with the State Department of Education and the U. S. Office of Education. In California high standards have been set up for those teachers and directors working in the centers, a special credential being required from the State Board of Education for all head teachers, teachers and assistants. In Stockton we have been fortunate in having courses in nursery care, child psychology and the like given at the College of the Pacific, and the Stockton Evening High school, prior to employment. All employees including cooks, janitors must pass periodic health examinations.

For further light on the requirements for a child-care set-up the writer should like to quote from Mrs. Florence Kerr's testimony before the Committee of Public Buildings and Grounds, House of Representatives, given on June 4, 1943, quoting:¹

The committee might be interested in knowing just how those nursery schools are set up. We ask the communities to provide space if it is possible to do so; if there is available room in the school building, that should be used, and if there is any free space available, that should be used.

We require them to make a survey to determine whether or not free space is available. However, those war-impacted communities are apt to be the very places where the schools themselves are crowded and there may be double shifts, there may be extra children attending. That is very apt to be the case. Therefore, after an honest attempt is made to find free

1

House of Representatives, 78th Congress, Hearings before Committee on Public Buildings and Grounds, 1st sess., June 3, 1943

space, it may be found necessary to find other quarters for the care of these young children.

Then if it is legal, it is eligible for us to build nursery schools. However, we are so far behind in the construction of elementary and high school buildings that we do not anticipate that there will be any such construction or so little as to be negligible. However, it will be possible to rent space for such facilities, and to put those facilities in working order; that is, do the repairing and the renovation and the installation of heating and wiring and plumbing that is necessary and so on.

If the community needs that help they may make application for funds to put the facilities in order. Then when the quarters are ready for the children to come to, the school, we have what is called an operating budget. We separate the facilities expenses from the operating expenses. The parents are expected to pay a fee for the children sent to these schools. The Federal Government will underwrite fifty percent of the operating cost of those centers.

Of the local fifty percent, the main charge is that which the parents meet with fees. Those fees must cover the cost of food and such other items as fifty percent of the total cost will provide. If there are State-aid funds available, if there are local funds available, they may be put into the program and used to reduce the communities fifty percent. That is where the half and half goes.

There is not free service in this program, as we finance it through Lanham Act funds. That we consider to be sound because it is serving the children of employed mothers. There is always an income in the family, and in a large number of cases there is a double income, with the father and mother both working. Therefore it is felt that a fee is not only possible but it is proper and desirable.

The foregoing remarks together with the following forms (FWA, WS-2) dealing with the actual application for a contribution for providing community services, should give the reader a pretty good insight as to who is eligible for for Lanham funds and how to go about getting them.

FEDERAL WORKS AGENCY

23

WASHINGTON

WAR PUBLIC SERVICES

Project No. _____
(Not to be filled in by Applicant)

APPLICATION FOR A CONTRIBUTION FOR PROVIDING COMMUNITY SERVICES

_____, 194 _____

The Applicant hereinbelow named hereby applies for an allotment of Federal funds in the amount of \$ _____
as a contribution for the maintenance and operation of _____ facilities, located
at _____ and serving the area _____
_____ for the period
beginning _____, 194 _____, and ending _____, 194 _____

The Applicant is of the opinion that there exists or impends in such locality an acute shortage of public service necessary to the health, safety, or welfare of persons engaged in national-defense activities which cannot be provided when needed, or could not be provided without the imposition of an increased excessive tax burden or an unusual or excessive increase in the Applicant's debt limit.

(Insert correct Corporate name of Applicant)

(Applicant's Post Office Address)

I certify:

1. That I have been authorized by the above-named Applicant to execute and submit this application, and,
2. That the information contained herein is true, correct, and complete to the best of my knowledge and belief.

(Signature of Authorized officer of Applicant)

(Officer's Title)

Before preparing this application read carefully the STATEMENT OF POLICY AND INSTRUCTIONS FOR THE PREPARATION OF APPLICATIONS FOR CONTRIBUTIONS FOR THE MAINTENANCE AND OPERATION OF COMMUNITY FACILITIES OTHER THAN REGULAR SCHOOL FACILITIES. In filling out the application section 5 "Instructions for Preparation of Application", and the supplemental instructions for the type of service involved should be followed:

1. LEGAL AUTHORITY OF APPLICANT

- (a) Constitutional and Statutory provisions under which Applicant has been created or organized _____
- (b) Classification and type of Applicant (where pertinent) _____
- (c) Authority for providing the service.
1. constitutional provisions (citations only) _____
 2. statutory provisions (citations only) _____
- (d) Are there any sections of the constitution, statutes or charter which would prevent the Applicant's accepting or disbursing a contribution for providing the service? _____ If the answer is "yes" give specific statutory references

2. WAR JUSTIFICATION.

3. PLAN FOR PROVIDING SERVICES.

(Attach statements covering each of these questions in accordance with supplemental instructions for particular service.)

4. PROPOSED BUDGET.

5. FINANCIAL INFORMATION

	Actual figures for three preceding fiscal years			Estimate for current period
	Third year	Second year	First year	
1. General Financial Data				
a. Assessed valuation of taxable property				
b. Tax rate per \$100 levied for all purposes				
c. Statutory limit upon tax levy for all purposes				
d. Tax rate per \$100 for operating expenses				
e. Statutory limit upon tax rate for such expenses				
f. Income from property tax levy				
g. Income from other sources				
h. Total income				
i. Total expenditures				
j. Cash balance				
k. Total income (applicant only)				
l. Total expenditures (applicant only)				
m. Cash balance (applicant only)				
2. Funds available for operating costs (this service)				
a. Tax rate per \$100 allocable to or levied for providing this service				
b. Statutory limit upon special tax rate				
c. Tax collections				
d. Appropriations from taxing authority				
e. County aid				
f. State aid				
g. Payments in lieu of taxes				
h. FWA contributions				
i. Other Federal contributions				
j. Revenue from the facility				
k. Donations, gifts, etc.				
l.				
m.				
n. Total income (sum items c-m)				
o. Plus-cash balance on hand at beginning of fiscal year				
p. Less-deficit at beginning of fiscal year				
q. Total funds (item n plus o or minus p)				
r. Expenditures				
3. Other Resources				
a.				
b.				
c.				

6. STATEMENT OF PREVIOUS ACCOMPLISHMENT

(Attach brief statement if previous FWA assistance given for the service requested)

CHAPTER VI
HOW STOCKTON MET THE NEED
FOR CHILD-CARE CENTERS

Due to its strategic location and to the foresight of its earlier industrialists and city fathers, Stockton proved to be in a fine position to meet the ever expanding needs of a nation at war. Situated inland on the San Joaquin river about seventy miles from San Francisco, and open to sea going vessels because of its deep water channel, Stockton soon became an important shipbuilding center, building such needed war materials as mine sweepers, landing craft, floating dry docks and other small craft. At present there are seven shipyards employing over 7000 men and women.¹

In addition to the ship building industry, the Federal government found it advantageous to locate a huge Ordnance Depot here housing many thousands of army vehicles of all kinds and employing 3500 civilian employees alone, and a large Reconsignment Depot employing 1900 civilians in nearby Lathrop. In addition 600 civilians are employed at Stockton Field, an advanced training field for army pilots as well as the enlisted personnel which at times must reach the maximum accommodations, that of 7500 men and women. The Navy has also seen the virtues of Stockton's location and has authorized the construction of a Naval Supply Annex where it is expected that 3000 people will be employed

¹ Charles Warmer, Chamber of Commerce, Personal interview
Feb 10, 1945

permanently by the end of 1945.¹

27

Although Stockton has not witnessed the phenomenal growth that Richmond, Vallejo or San Diego have, nevertheless it has shown a remarkable growth due to the increased industrial activities. Here are some figures to show its growth since 1940 as furnished by the Chamber of Commerce:²

Metropolitan Stockton 1940	-	71,747
1941	-	No figures
1942	-	76,961
1943	-	90,000
1944	-	92,000

Likewise the school population, which ties directly into the child-care program, has increased rapidly accounting for the crowded conditions in our schools and the need for new buildings. Here are the figures since 1941 as furnished by the Stockton School department and they represent the A.D.A. ³

1940-41	Elementary	6345
	High, Junior College & Adult	4795
1941-42	Elementary	6766
	High, Junior College & Adult	4695
1942-43	Elementary	7437
	High, Junior College & Adult	4161
1943-44	Elementary	8267
	High, Junior College & Adult	4487

¹ Charles Warner, Chamber of Commerce, Personal interview
Feb. 10, 1945

² Ibid.

³ Mrs. Delucchi, Ass't Bookkeeper & Cashier, Stockton
Board of Education

Dec. 1944	Elementary	9120
	High, Junior College & Adult	4623

To point out what has actually happened to some of our more important industrial concerns due to increased war business, listed here are their present payrolls as compared with their normal ones, showing the percent of increase.¹

	<u>Normal Payroll</u>	<u>Present Payroll</u>	<u>Percent Increase</u>
Stephens Boat Works	50	350	600%
Colbergs Boat Works	25	550	2100%
Harris Manufacturing Co.	50	700	1300%
Moore Equipment Co.	50	500	900%
Pollocks Shipbuilding Co.	0	3900	Entirely new

With the government awarding more and more contracts to local concerns and with the advent of new industries and the location of the Ordnance Depot, Stockton Field and Lathrop Holding and Reconsignment Depot in our midst, the need to staff these enterprises became apparent. Calls were sent far and wide for workers and many came with their families filling up all of our available housing facilities and spreading out to the suburbs where many were forced to live in trailers, tents, garages, dilapidated buildings and the like. Some help was forthcoming with the completion of small living units built by the Housing Authority at Edison

¹ Charles Warner, Chamber of Commerce, Personal interview, February 10, 1945.

Villa in the southern part of town, Riverview near Pollocks, Sharp's Lane Trailer Housing and others, but the housing problem is still very acute in Stockton.

These industries needed workers and more workers in a hurry and since many young men were called into the service, the government urged women to take up these jobs. In many instances women complied with this request attempting such unheard of jobs as welding, truck driving, barrel repairing, filling station operators and the like. Many of these transient workers were family people with children and when the mother and father accepted employment, the need arose for someone to take care of the children outside of school hours and during the summer months. Out of this emergency situation arose the need for child-care centers and Stockton was not backward in meeting the challenge. The Office of Civilian Defense, the City Council, the Chamber of Commerce, the City Recreation Department, the School Department, service clubs and the management of industries concerned, all realized about the same time that action should be taken immediately to provide for the children of working parents.

It was learned that the Federal Government would provide funds for such a situation through the Lanham Act so the School Department was chosen as the logical sponsor for such a project and Mr. Andrew P. Hill, then Assistant Superintendent of Schools, was delegated to look into the details of obtaining Lanham Act funds for the establishment

of a nursery or two and for funds to operate a recreational program on some of the elementary school playgrounds after school and on Saturday. Mr. Hill was ably assisted by Mr. Bert Swenson of the City Recreation Department who gave financial support for the establishment of recreational centers in the spring of 1943 at the Eldorado, Fair Oaks, Jefferson and Woodrow Wilson schools. Six vice-principals were engaged to work on these playgrounds after their school duties. It was at this point that the writer became interested in the program for he was one of the vice-principals engaged to work at the Eldorado school from 3:45 P.M. until 6, and on Saturday from 10 A.M. until 6 P.M.

About the same time plans went ahead for the creation of a nursery and Mr. Hill selected Miss Carrie Bowman of the School Department, a very capable and hard working lady, to get it started. It was first necessary to find a suitable location and to obtain qualified teachers to work in the nursery. Courses were offered in nursery operation and child psychology by Dr. R. G. Bokert and Dr. J. William Harris of the College of the Pacific and the Stockton Evening High school. A suitable location for the first nursery was found at 17 E. Oak Street where an old two-story mansion with large fenced-in lot was made over into acceptable quarters. The Oak Street nursery, as it is now called, opened on June 7, 1943. For a time it was planned to operate by volunteer service and for the first month, a few

stout hearts, two of whom were Mrs. Stewart and Miss Bowman, worked long and hard without pay.

Soon thereafter, July 1, 1943 to be exact, the Lafayette nursery and extended-care center was opened at the Lafayette school, corner of Church and American Streets and a month later the Fair Oaks school kindergarten was used as a nursery until quarters could be put in shape in February 1944 in a building at 2198 E. Main. On March 15, 1944 the School Department accepted with thanks, the kind offer of the Stockton Day Nursery Board to its plant at 1950 E. Sonora whereupon the School Department took over, honoring one of the early founders by giving it her name--the Kitty Munford Nursery.

As these nurseries filled up the need for an additional one presented itself. Since many of the parents concerned worked for Pollock's shipyard, so through the efforts of the management together with that of Miss Bowman, then in charge of the Federal Child-Care Projects in Stockton, another nursery known as the Riverview nursery was opened on July 1, 1944 in the Riverview Project near Pollock's.

At this writing, February 8, 1945, 161 children, ages two to five and a half are served in Stockton's five nurseries while 111 children, five and a half to sixteen are served in our three extended-care centers. A breakdown of the number of children from each center together with the number of families served, with other pertinent data is

shown herewith.¹

NURSERY SCHOOL

For children two to five and one-half years of age.

Hours: 6:30 A.M. to 6:30 P.M. - Every day except
Sunday and Christmas.

Fee: \$3.00 per week.

1. Oak Street Nursery - 45 children attending.
17 E. Oak Street 40 families served.
Telephone 2-6401. Employed personnel:
4½ teachers
1 cook
1 housekeeper

(The Oak Street Nursery is also the headquarters for the Federal Child Care Project (No. 4-M-266) and all records and business are conducted there, by Miss Beatrice Burrows, who has recently taken over the Directorship, and Mrs. Nall, the cashier-bookkeeper)

2. Lafayette Nursery - 30 children attending.
American & Church Sts., 27 families served.
Telephone 6-6474. Employed personnel:
4 teachers
1 cook-part time
1 housekeeper
1 janitor-part time

3. Main Street Nursery - 35 children attending.
2198 E. Main St., 32 families served.
Telephone 2-0830. Employed personnel:
4 teachers
1 cook
1 housekeeper

4. Munford Nursery - 31 children attending.
1950 E. Sonora 28 families served.
Telephone 3-0955. Employed personnel:
4 teachers
1 cook
1 housekeeper

¹ Mrs M. Nall, Bookkeeper-cashier, Federal Child Care Office,
data furnished to author

5. Riverview Nursery - 20 children attending.
 Riverview Housing, Unit 62 18 families served.
 Telephone 9-9724, Ext. 7. Employed personnel:
 4 teachers
 1 cook
 1 housekeeper

EXTENDED-CARE CENTERS

For school-age children from five and one-half to sixteen.

Hours: 6:30 to 6 P.M.

Fee: \$1.80 per week.

(At the outset in the spring of 1943 there were five of these school-age centers located at the following schools: Eldorado, Lafayette, Jefferson, Fair Oaks and Woodrow Wilson. It was hoped by Mr. Hill and Mr. Swenson that these centers would be patronized by an ever increasing number of boys and girls after school, on Saturday and during the summer, thus keeping them off the streets, helping to prevent the spread of juvenile delinquency. In spite of the inducements offered, play equipment, interschool games, movies, crafts, adult supervision and the like, the children didn't seem to take to it and the attendance went down. After a time the City Recreation department withdrew its financial support, except for one school and two of the centers dried up, leaving only the following to operate. Those centers are supported about half by the Federal Child Care project and the other half by the Stockton School Department.

When school is in session, the children are under Extended-care supervision until 8:30 A.M. thence under regular school supervision until school is out, whereupon they revert to Extended-care until 6 P.M. The directors of these centers are still endeavoring by every means possible to persuade the children of the neighborhood to use the school facilities that are available to them until 6 P.M., on Saturday and during the vacation months, with some modest success. A swimming pool at the Eldorado school would certainly create a magnet to that center. The directors of Fair Oaks and Lafayette used the pool at Stribley Park to good advantage during the past summer.)

1. Eldorado Day-Care Center - 36 paid children attending.
Pacific Ave. & Harding Way 30 families served.
Telephone 2-2548. 76 children using recreational facilities.
Employed personnel:
3 teachers
1 cook-part time
1 janitor- part time

2. Lafayette Day-Care Center - 40 paid children attending.
American & Church Sts., 35 families served.
Telephone 6-6474. 125 children using recreational facilities after school.
Employed personnel:
3 teachers
1 cook-part time
1 janitor-part time

3. Fair Oaks Day-Care - 35 paid children attending.
Cor. E. Main & "C" Sts., 30 families served.
Telephone 4-4193. 75 children using recreational facilities after school.
Employed personnel:
2 teachers
1 cook-part time
1 janitor - part time

The recent uptrend in juvenile delinquency prompted the City to have a survey conducted as to its recreational facilities. The group found that recreational facilities were inadequate, especially on the outskirts of the city where playgrounds, gymnasiums, meeting places, pools and the like are most needed. There was some talk of obtaining Lanham Act funds to do something about this but as yet, I believe the best plan set forth has been by Mr. Hill, Superintendent of Schools, who has incorporated in the plans for new schools, east and north, for ample yard space, fenced in and treated

with oil macadam or bituminous to provide space for all kinds of games, including basketball, volleyball and handball and a huge turfed field large enough for football or several baseball diamonds. The buildings are so planned that parts of each school building, namely the library, a large play room, cafeteria and kitchen and directors quarters can be closed off from the rest of the building and be used after school, in the evenings, on Saturday and during the summer for all kinds of activities including, dancing, games, club meetings etc. If all of the larger schools of Stockton were set up in this manner, equipped with a paid director and some assistance, the writer feels that much of our delinquency trouble would vanish.

CHAPTER VII

SELECTION OF LAFAYETTE SCHOOL AS
SITE FOR DAY-CARE CENTER

When it was decided by Mr. Hill and Miss Bowman that another nursery was needed they explored the possibilities of a suitable location. They discovered through a questionnaire to parents that a center was needed in the southern part of the city. After looking over the schools out that way, they decided that the Lafayette School could best be made into a child-care center. At the time, I was Vice-principal at the Victory school but Mr. Hill asked me if I would like to become the Vice-principal of the Lafayette School and take over the Directorship of the Extended-Care part of the Lafayette center. I agreed to make this change and at the same time, Mrs. Edith Herring was engaged to be Director of the Nursery wing.

On July 1, 1943 we hopefully and with some apprehension, opened the doors of our new enterprise. Since the hours were from 6:30 A.M. till 6:00 P.M. it was necessary to work in shifts so Mrs. Iva Clark was hired to work the late shift, Mrs. Herring taking the early one, while Mrs. Alice McLeod was engaged to work a half-shift during the middle of the day when the need was greatest. Mr. Frank Nash was employed to help me with the school-age children, while Mrs. Estelle Tinkess was hired to do the cooking and Mr. Wm. C. Haffner

to give some of his time for custodial work.

A glance at the attendance record for that month shows that we only had seven children attending the first day, three in the nursery and four in extended-care. As the month progressed, our enrollment increased slowly and by the end of the month, nineteen had enrolled in the nursery and thirty-one in day-care. This was disappointing, however, as some dropped out or transferred before the month was over, so the average daily attendance was way below that figure. For the next month or two we were engaged in methods endeavoring to increase our enrollment, a matter which will be treated later.

CHAPTER VIII

HOW THE LAFAYETTE SCHOOL WAS ADAPTED TO THE NEEDS
OF A CHILD-CARE CENTER

Fortunately we started our venture during the summer vacation so that the problem of coping with a large school population was not one of our immediate troubles. Mr. Parsons, the principal, had generously given us permission to use, any part of the building we thought necessary. We were indeed fortunate in finding in Mr. Haffner, the school custodian, a man who from the outset proved to be in sympathy with the day-care cause and for the past year and a half has proved invaluable, helping us in countless ways to meet many emergency needs as well as keeping the quarters in spic and span shape.

From the adjoining sketch one can view the floor plan of the building and discover how we used the space needed. As the months progressed we did considerable experimenting, moving from one unit to another, especially the rest and play space, and when school commenced in the fall, we had to alter our use of space considerably.

I shall take up in detail the problems that confronted us in the nursery wing. It will be remembered that these children are in the two to five and half year age group and their needs are more complex and more demanding of the teacher's time and effort. Experience has shown that a nursery

Church Street

39

Kindergarten

Kitchen

Storage

Serving Room

Stair up

Main Entrance

Front

□ Nursery
□ Extended Care

Nursery
1394.58 feet
21' x 54'

Partition taken out here

Fenced Play Yard

Boys' Entrance

Main Hall

Tandem

Furnace Room

Boys' Court

Fan Room

Lunch Room

Girls' Court

Girls' Lavatory

Storage

Nursery Lavatory

Boys' Lavatory

Partition put in here

Basement Floor Plan
Lafayette School
Scale 1/8" = 1 foot

Rear

☐ Nursery
☐ Extended-Care

Front

Classroom

Teachers' Lunch Room

Text Book Room

Stairs up

Nurses' Room

Office

Classroom

Main Hall

McHawkins' room

Stage

(Nurses and home talent shows shown here on Saturdays and late afternoon)

This space used for rest during summer

Hall

Classroom

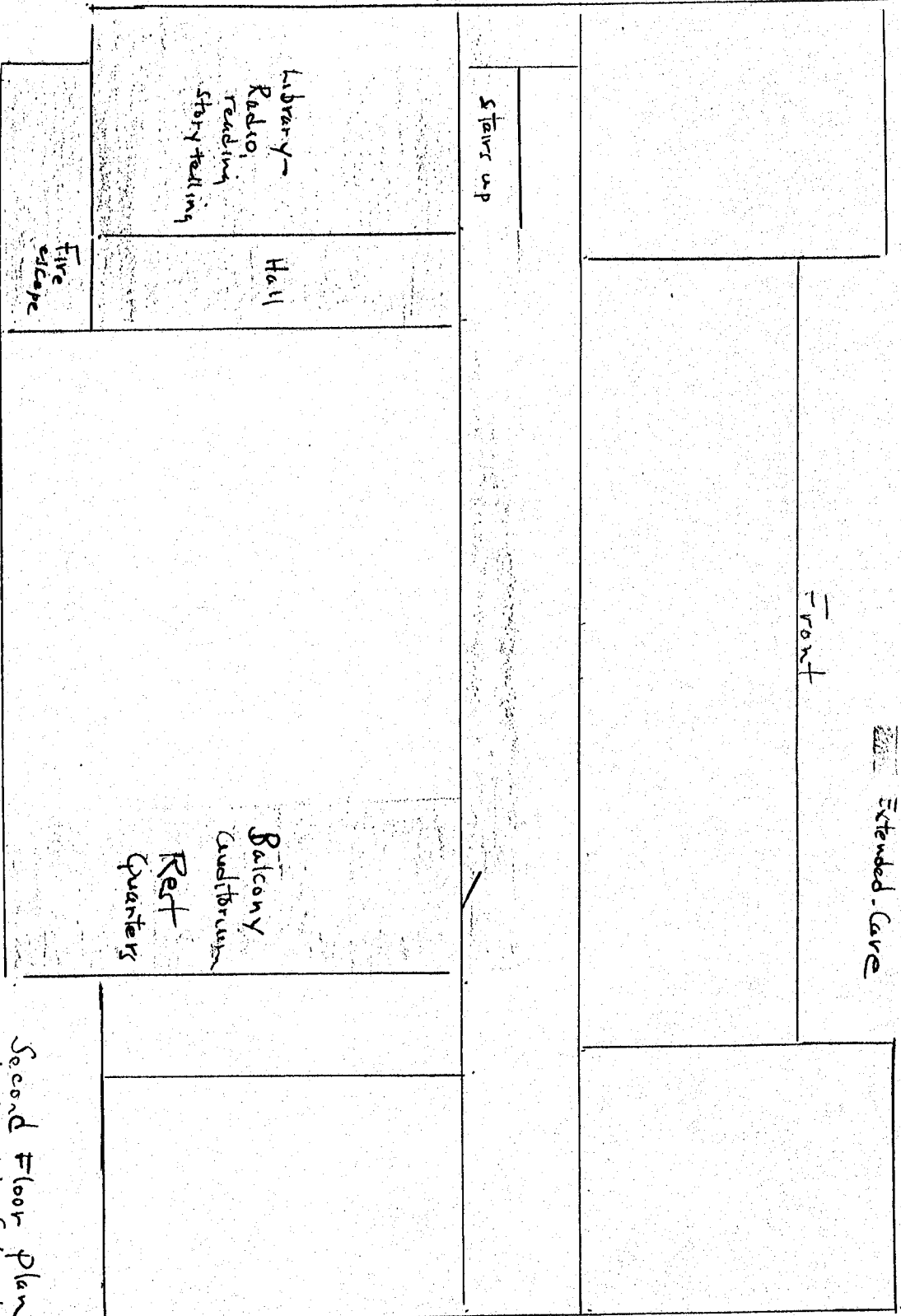
Fire escape

(Classroom in Auditorium prevents use as rest room when school is in session)

Fire escape

3 for cots
 3 for blankets
 McHawkins' room
 and hall used for rest.

Rear
 First Floor Plan
 Enlarge the school
 $\frac{1}{2}'' = 1 \text{ foot}$



Second Floor Plan
Lafayette School
1/6" = 1 foot.

which has to be adapted from a school building should be placed on the ground floor and have access to a play yard, be close to lavatory facilities, have sufficient heat, light, ventilation, close to storage space and kitchen and be sufficiently large to provide each child with 25 square feet of floor space and 300 cubic feet of air space exclusive of bathrooms, halls, kitchens, coat rooms and storage space. Rose H. Alschuler suggests that if school quarters are used, three rooms should be used if the rooms are normal size, about 23' x 30' x 12'. She recommends that the partition between two of the rooms be removed and this large room be reserved for play, eating and sleeping, storage of cots, tables and play materials, children's clothing, and bathroom facilities while the third room would be partitioned to include a kitchen, isolation room, medical office, school office and storage space.¹

The only part of the building that met these requirements was the south-west end. One will readily note that there are two moderately large rooms shown on the sketch, neither sufficiently large for a nursery. At the south-east end was a well equipped Kindergarten room with piano, small tables and chairs, piano, but again this was hardly large enough and it lacked a safe outside play space.

It was decided to take out the partition between the two rooms on the south-west, block off one end of the boys' toilet room for lavatory space and use the regular school

¹ Rose H. Alschuler, Children's Centers, p. 102

kitchen and transport the food by push cart. Due to sickness and manpower shortage the school Department could not get at this work for over a month so our teachers had to use the cramped makeshift quarters in the Kindergarten during that time and using the girls' lavatory across the hall.

After a month or so the large nursery room was made ready but unfortunately the plumbers could not get the pipe necessary to complete the alterations in the boys' lavatory, consequently when some of the two-year-olds had an urgent need to care for their wants, Mrs. Herring, or Mrs. Clark, or Mrs. McLeod had to pick them up and hustle them way down the hall to the girls' lavatory. This inconvenience continued for a few weeks until finally the plumbers and carpenters finished the job so that the nursery was able to use the lavatory right across the hall. It still presents an amusing problem now and then, however, especially when school is in session, for often just as a long line of boys come marching in, little Maggie or little Danny decides bolt out into the hall "sans pants", much to the amusement of the boys and to the embarrassment of the teachers.

Not all of the nursery troubles were solved with the enlarging of the room and the provision for lavatory facilities. Since the two rooms involved were formerly classrooms, the floors were of the oiled variety and the walls were not matched as far as paints were concerned. Youngsters of nursery age like to play around on the floor a great deal so one can readily imagine how the childrens' clothes looked at the end of

an active day. Something had to be done so it was decided that the floor would have to be sanded and treated with a varnish which would permit the children to romp around without getting dirty. The walls and ceiling were to receive two coats of white paint. Again the nursery had to be moved, bag and baggage, down to the Kindergarten room where they were squeezed more than ever because the enrollment had increased. After two weeks the job was finished and so the nursery moved back to their quarters to find the room light and cheery and the floor well suited for romping and much easier to keep clean.

The map indicates that a fenced play yard is just outside the nursery but this has not always been the case. Realizing at the outset that we would have to have a separate play yard for the younger children, we asked for one but did not get it until after school had started in the fall. This proved to be troublesome on many occasions. It is difficult enough to watch a group of two and three-year-olds in a small space, but to keep track of them in a large play yard was very trying.

One day a lady brought one of our little boys in to us informing us rather disdainfully that we should watch our children a little more closely because she had found the boy in question heading down the street on the run. He had slipped through one of the numerous holes in the school yard fence while the teachers back was turned for a moment and had not been missed.

On another occasion Mrs. Herring came to me all out of breath and in distress saying the same little boy had disappeared again. This time we hopped in our cars and searched and searched the neighborhood in vain. We returned and called the police, notified the parents and spent the next half hour in agony. Presently two policemen drove up with the boy between them and informed us that they had found the lad eight blocks away intently watching some telephone men installing a telephone pole. The men had become suspicious when the boy proved too eager to look down in the hole and could not account for being there, so they called the police.

When school started the fence still had not been put up and along with the constant fear that other children would slip out of sight, we had quite a time keeping the older boys off the nursery play equipment and out of the sand pile. We were driven to the point where we urged the authorities just to send us the lumber and we would spend a Sunday or two putting up the fence. Finally they took pity on us and installed a nice fence, surrounding a section fifty feet square, with slats close enough that even the smallest child could not slip through. The teacher's breathed a sigh of relief for that relieved them of one bugaboo at least.

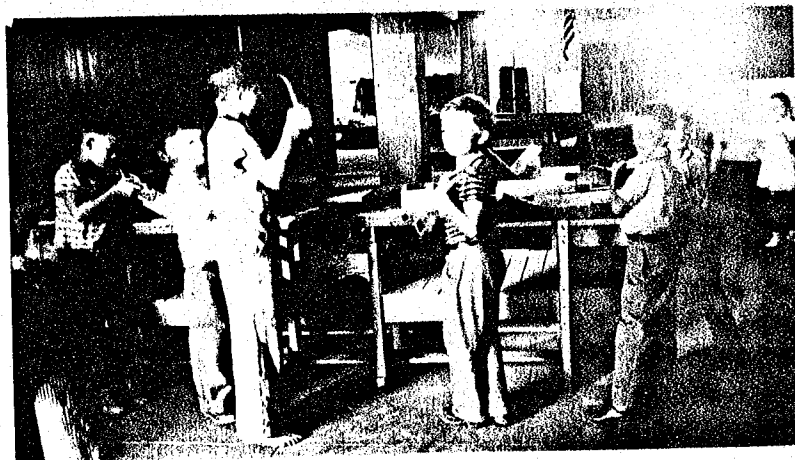
The problems encountered in finding suitable space for the children in the extended-care group proved to be about as trying as those experienced in the nursery. Although we could have had any section of the building, it was found advantageous

to use as compact a space as possible for reasons of efficiency in handling the group and keeping the quarters clean. We decided to use the basement as much as possible because it was close to the lavatories, kitchen and yard and because it proved to be a very cool place in the summer. Glancing at the sketch of the basement on page 39, one will note a long room used as a dining room during the regular school session. This room is equipped with eight long tables taking up the whole space allowing little room to pass. We needed a quiet work room in which to place a few library books, a radio; a room where we could discuss the day's activities, tell stories, read and play quiet games. The long tables were pushed back and two of them were piled on two others. The underside of these tables proved to be a very good book case. Three of the tables were kept at the south end of the room to eat on while the eighth table was taken out into the girls' court and used as a work table. Six small library tables were brought in together with enough chairs to accomodate our group which ranged from 30-50. This plan was used during the summer of 1943 but during the summer of 1944 we moved two long tables into the court and brought in a real bookcase for our reading material and left a long table against the wall to work on.

This took care of the quiet room and eating quarters but a room was needed in which the noiser and more extensive crafts such as hammering and sawing could be taken care of. Play space was also needed inside, especially for the girls who built play



View of the library, story telling and quiet game room. Three long dining room tables were pushed back to provide space here for four library tables and book case.



View of the girls' court where manual training bench, tables, easels, play-house, blackboard and other equipment were arranged to provide a suitable work room.

houses out of orange crates, so it was decided to use the girls' court for this purpose. I obtained a large manual training work bench from one of the schools nearby together with a supply of cast off hammers and saws. The bench had two vises and was long enough to accomodate six boys. The Union Planing Mill nearby was kind enough to permit me to pick up any amount of scrap lumber, so about once a week I would have to replenish the stock which was rapidly used up in the construction of such things as Tommy guns, kites, boats, book ends, planes and the like. We were kept busy finding orange crates for the girls for they dearly loved to place them on end, paint them with tempera colors, adorn them with curtains and furnish the first floor with hand made dining and living room furniture and the second floor with bedroom furniture and frills. Cast off sample wall paper catalogs were obtained and from these the girls were able to get enough brightly colored paper to paper their rooms. Last summer someone at the Stockton Ordnance Depot was kind enough to deliver to us three huge packing boxes standing six feet long, four feet wide and four feet deep. These we stood on end, facing each other and a door and three windows were cut providing the girls with a real playhouse large enough for them to enter without stooping. They were thrilled about this new addition and spent many days with the help of the boys in making furniture and appointments for the house.

In addition to the equipment mentioned, several tables were placed around the basement on which the children could putter

around. Two large easels and a blackboard were provided for those who wished to paint or draw. With all of this equipment one can readily understand why this was the most popular room in the building. Drinking fountains and toilets were quite handy too.

Outside play space was one of the best features of the whole set-up. The Lafayette school yard as a school yard is hardly large enough to take care of the regular school population. Due to one of those exasperating situations in which the School Department lacked the foresight to buy up the entire block, one corner of the school yard is marred by three old buildings. The people owning this property are trying to hold up the School Department knowing they will have to buy sooner or later. For day-care purposes, however, the yard is ample and to increase its virtues, the grounds are fenced in and well graveled and drained. There are a number of shade trees scattered throughout adding to the comfort in the summer time. The play space is well equipped with baseball diamonds, volley ball and basketball courts, high jump and broad jump pits, sand pits and tether ball posts. The yard is readily accessible to the girls and boys courts and is small enough so that one person can survey the whole area and supervise the games.

When school is in session the day-care children mix in with the regular children and after school quite a number of children remain on the grounds augmented by a number of high

school children. This year one hundred and thirty upper grade children are brought in from the Elmwood school district by bus to the Lafayette school and many of these children do not get away until four-thirty so the playground is quite well used. In fact part of the expense of keeping the extended-care program going is borne by the Stockton School Department which is charged to recreation.

An essential part of a child-care program requires that proper rest facilities be provided. The situation could be met very well here during the summer vacation but it proved to be quite perplexing when school was in session. We used the auditorium to good advantage during the summer and during the first school term. The main floor and stage were cleared of chairs so that provided a nice large space in which to spread cots and papers. The windows were equipped with dark shades so the room could be darkened to promote a better rest atmosphere. We did not have enough cots to go around the second summer but we found that the children didn't mind sleeping on the floor so we provided clean paper and they furnished their own blankets.

When school started in the fall of 1943 a change had to be made. The chairs were moved back into the auditorium to permit school programs so we had to find a new location. Limiting the rest program to the smaller children only we were able to sandwich the smaller number into the rear of the auditorium. This was of course not very satisfactory for it



Scene in our Nursery showing three children lying on standard nursery cots with cot stalls in background.



Scene of extended-care children lying on collapsible army cots in rear of auditorium. Mrs. Hawkins is supervising the rest period.

did not provide rest for the older children but it had to suffice for the remainder of that year.

During the summer of 1944 we were again able to use the whole auditorium but our enrollment had grown and a number of the cots had become so badly torn we could not use them, necessitating a greater number who had to sleep on the floor. When school started in the fall of 1944 our enrollment was increased by the transfer of over a hundred children from the Elmwood district necessitating the use of the auditorium as a classroom. We sought and found a new location for rest in the hall at the east end of the building. Again only the smaller children were permitted to rest because the hall was too small, in fact some of the cots had to be placed in Mrs. Hawkins' room. When the Fire Department made their periodic inspection they informed us that this situation was very bad and that we should try to remedy it. We were on the verge of asking the school authorities to shorten the day of the class in the auditorium in order that we might again return there. Miss Bowman and Miss Burrows came out to look the situation over and while we were in the auditorium, Miss Bowman suggested that we might use the balcony. The balcony hadn't been considered before because of its nearness to the ceiling and because the chairs were screwed down. Upon investigation we found that the chairs could easily be taken up and piled and ample room could

be provided for about eighteen or twenty cots. The balcony was cleaned up and the cots arranged and since that time our rest problem has been adequately taken care of. The one objection is that it becomes rather warm up near the ceiling but a window at one end and a door at the other provide ventilation. I thought I had thoroughly searched the building for available space for our day-care program but here was a case where someone from the outside pointed out something that was plainly evident, but which we had failed to see.

The provisions for serving meals to our day-care children proved to be one of the easiest to handle. Two years before the school had built in a kitchen and dining room in the basement, equipping these rooms with all the paraphernalia needed to serve over two-hundred children. All that was necessary to do then was to hire a cook and have the food delivered. The long hall running through the basement provided an excellent place to assemble the children before the mid-morning and mid-afternoon refreshments and before the lunch periods. Benches were provided for them to sit on and each child had his or her special place so that it was an easy matter to take attendance. After the children passed the clean hand and face inspection, they were allowed to pass single file into the kitchen where their plates were handed to them filled with food. From there they passed across the hall to the dining room and sat down, seven on a side, or fourteen to a table. The tables were already set with forks and spoons and a glass of milk for each.



View showing Mrs. Kern, the cook, about to serve some soup to a hungry lad in the extended-care group. Miss Landreth and Mrs. Hawkins looking on in the background.



A birthday is nearly always the occasion for a celebration. This view shows the dining room decorated by the children with the children enjoying an extra-special lunch with all the party trimmings.

About their only needs after that was more bread and milk and that was served to them by the teachers in charge. They were permitted to go for "seconds" and even "thirds" if they finished everything on their plate. Dessert was brought in by the teachers and served to them after they had finished the main course. We usually tried to make every child clean his plate but at times that was an almost superhuman task. We did insist that they drink all of their milk. We also stressed good manners and required everyone to remain at the table until all were through.

A number of methods were used to transport the dirty dishes to the kitchen. We tried permitting each child to carry all of his dishes to the kitchen but a number of accidents occurred enroute. Finally we found a large push cart on rollers with four large trays spaced far enough to accomodate a lot of dishes. This push cart was rolled into the dining room and the children then placed their dishes on the shelf which best met their height and in short order, tables were cleared. Where ample maid service is provided these short cuts do not seem to be so important but in our case, where thirty to fifty children have to be fed by two teachers, sometimes only one--it is very important to have each child take care of as many tasks as possible.

When school is in session this routine for the extended-care children is changed somewhat. The children are under school care at the noon hour so they line up with the regular

children and get their food cafeteria style and take their places anywhere in the dining room. Milk is served to them in halfpint bottles then, so all they have to bring out is their empty milk bottle and straw. The dishes are cleared by a special crew of girls who get their meals for doing this work.

The mid-morning refreshment requirement is taken care of during school time by the serving of a half-pint bottle of milk in the classroom just before the recess period. The mid-afternoon refreshment is served to them in the kitchen about three-thirty just after the little people have finished their rest and the older children are getting out of school. They line up and are served the refreshment in the kitchen annex, throwing the paper cups in a box placed nearby.

These arrangements were very handy for the extended-care children but the nursery was quite a walk down the hall, so for a time food serving was rather difficult for them. Finally Mrs. Herring solved the problem by getting her husband to construct a food cart with several removable trays and equipped with rubber tires. All that was necessary then was for the housekeeper to wheel the cart into the kitchen, pick up the plates, forks and spoons, place the food in large serving dishes with lids, and wheel the cart down the hall to the nursery. Practically everything needed could be placed in this ingenious cart and because of it, many steps were saved, thanks to Mr. Herring.

CHAPTER IX

SUCCESS OF VENTURE DURING EARLY MONTHS OF
OPERATION

The success or failure of our venture in day-care work would of course depend on the number of applicants and how many children were left in our care. There was no definite way of telling how many people would be attracted to our center except for the belief that somewhere in the city there must be many parents, especially working mothers, who would like to leave their children in our care if they knew we were in operation. It must necessarily be a venture in which we must first establish ourselves and then go out and solicit the business. For a period of a month or so it looked as though we would have to close down for lack of applicants in spite of what we could do to draw them our way. For two or three weeks we only had three or four children in the nursery and half dozen in the extended-care. To take care of these few children an elaborate set-up had to be made. The building had to be opened, kept clean; electricity, gas, water furnished; insurance provided, a cook and part time custodian had to be hired, four teachers employed, food bought and all the many other expenses involved. An enrollment of a dozen children would hardly pay for such an outlay so for awhile we were quite worried. Gradually our enrollment increased, however, and we were able to get over the hump. We discovered that our nursery could accomodate

between 25 and 30 children, average daily attendance so in order to keep to that figure we could not have an enrollment over thirty-five. No limit was set on the number in extended-care and sometimes there were over fifty on the roll. There was necessarily quite a turn-over in enrollment for one reason or another. Some of the reasons were sickness, mother finding out after she had started the job that it was too much for her, moving from one job to another and the transfer of service men and wives to other locations.

Shown below is the average daily attendance for the nursery and extended-care groups since July 1943.¹ It must be borne in mind that this is merely the average daily attendance and not the total enrollment for that might rise a third more; but due to absences, withdrawals and the like, the average attendance must necessarily be cut down considerably:

<u>1943</u>	<u>Nursery</u>	<u>Extended Care</u>
July	9	15
August	12	21
September	17	21
October	19	21
November	17	20
December	14	17
<u>1944</u>		
January	13	17
February	13	16

¹ Figures obtained from records kept on file at center

<u>1944</u>	<u>Nursery</u>	<u>Extended-Care</u>
March	21	17
April	24	17
May	22	22
June	22	27
July	22	37
August	25	46
September	24	37
October	24	39
November	24	38
December	26	35
<u>1945</u>		
January	25	35
February	25	36

On the next page is shown a regular attendance form filled out for the month of December 1943. It is a typical example of what happens to bring down the average daily attendance.

A number of things were tried at the outset to increase our enrollment. Miss Bowman obtained large posters from the Federal Child Care office appealing to working mothers to leave their children in the care of nurseries. These posters were placed on the bulletin boards of many industrial concerns where women worked, such as Pollocks, Colbergs, Stockton Ordnance

(Copy)
Child Care and Recreation
PUPIL ATTENDANCE REPORT

Child Care Form # 2-1

60

Name of Center Lafayette
Extended Care

Month of December 1943

CHILD CARE PUPILS

Note: ☒ = Present ☐ = Att. a.m. ☒ = Att. p.m. ☐ = Absent ☐ = Not in session (Holidays)

Pupil's Name (Example)	Boy	Girl	Fill in dates below																															Total
			12	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
nold, John		<input checked="" type="checkbox"/>	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	18
ork, Gary		<input checked="" type="checkbox"/>	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	26
ew, Sidney		<input checked="" type="checkbox"/>	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	17
others, Tom		<input checked="" type="checkbox"/>	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	26
nson, Clifford		<input checked="" type="checkbox"/>	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	1
nderer, Lee		<input checked="" type="checkbox"/>	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	26
ench, Gerald		<input checked="" type="checkbox"/>	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	19
nsen, Carl		<input checked="" type="checkbox"/>	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	18
ys, Robert,		<input checked="" type="checkbox"/>	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	16
ys, Jimmy		<input checked="" type="checkbox"/>	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	5
nes, Andyne		<input checked="" type="checkbox"/>	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	21
nes, Marvin		<input checked="" type="checkbox"/>	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	26
Plant, Lee		<input checked="" type="checkbox"/>	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	26
ndsey, Arthur		<input checked="" type="checkbox"/>	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	16
ndsey, Gerald		<input checked="" type="checkbox"/>	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	16
agner, Donald		<input checked="" type="checkbox"/>	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	20
lasco, Jesse		<input checked="" type="checkbox"/>	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	24
lso, Dick		<input checked="" type="checkbox"/>	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	24
elch, Janice		<input checked="" type="checkbox"/>	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	13
lccott, Herman		<input checked="" type="checkbox"/>	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	20
lccott, Lynn		<input checked="" type="checkbox"/>	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	3
ortez, Terry		<input checked="" type="checkbox"/>	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	14
arcia, Michael		<input checked="" type="checkbox"/>	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	14
arcia, William		<input checked="" type="checkbox"/>	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	5
new, James		<input checked="" type="checkbox"/>	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	9
orenzone, Michael		<input checked="" type="checkbox"/>	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
TOTALS			19	18	18	15	18	18	18	17	17	14	18	16	20	20	20	14	15	16	15	15	14	19	18	18	16	16						

No. individuals enrolled during Mo. 26 . No. Days Open 26 A.D.A. 17.00 442

RECREATION (Estimate daily. Include day-care pupils)

(Example)	12	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Total Pupil Days
	39	38	38	35	38	38	38	37	37	34	36	40	40	40	34	35	36	35	35	34	39	38	38	36									2150

Average pupils per day 37

Director

Approved by:

Depot, Stockton Field, the canneries and many others. Signs were placed in such places as hotels, bus depots, stores, auto camps. Mr. Nash from our own center made up several posters appealing to the working mother and placed them in all the grocery stores in the neighborhood. Mr. Hill had large signs made up, stating all the facts about the nursery, extended-care and recreation programs together with prices, hours etc. and these signs were nailed up in a conspicuous place on each school building where the service was available. The Health Department, the Police Department and the Chamber of Commerce were contacted, as well as the churches, schools and other agencies. A number of articles were put in the Stockton Record informing the public whenever a new center was opened.

With all of this publicity the recruits came in slowly at first but the enrollment has steadily increased in most of the centers until the present, when there are nearly 300 children attending child-care centers in Stockton. The enrollment has jumped materially in the nurseries in the past few months, so much so that all of the nurseries at this writing (March 26, 1945) have a waiting list, the Oak Street list containing over thirty or more names while ours is more than twenty. Miss Burrows and Miss Bowman are now endeavoring to establish another nursery or two to take care of this overflow.

Second Day Nursery Opens Doors

Second day nursery in the child-care program of the Stockton school district was opened this morning at Lafayette School. The first day nursery has been in operation several weeks at 17 East Oak Street.

The Lafayette nursery for 2 to 5-year-old children of mothers working in war industries is in charge of Mrs. Edith Herring. Assisting are Mrs. Alice McLeod and Mrs. Iva Clark.

Also opened at Lafayette School at the same time was a school-age center for boys and girls between the ages of 5 and 16 years. The center will be in charge of Lawrence Farrar, an elementary school vice-principal. In addition to the day nursery and school-age center, Lafayette also will operate a recreational program jointly sponsored by the school department and the City Recreation Department.

Plans are under way for opening

a third day nursery early next week at Fair Oaks School, which already has a school-age center in operation. The Fair Oaks day nursery will be conducted until remodeling of the Ghiglieri Building in Fair Oaks section is completed and ready for use as a permanent day nursery.

Stockton Record
June 30, 1943

Recreation Is Joint City, School Task

A joint city-school recreation program is being carried on at local schoolgrounds in addition to the child care program, it was stressed at a meeting of the Community Committee on Child Care Friday.

The committee also pointed out that there is no charge for the recreation program and that it is open to all boys and girls of the city. Recreation hours are from 10 a. m. to 5 p. m. The program is in effect at Woodrow Wilson, Jefferson and Fair Oaks schools.

It was voted to establish a day nursery and a school-age center at Lafayette School for better accommodation of mothers who may have children eligible for both programs. Originally a day nursery only had been planned for Lafayette School with the school-age center at Jackson School.

At a special meeting of the Board of Education Saturday Deputy Superintendent Andrew Hill was authorized to set up a temporary day nursery in the four ground floor rooms at Fair Oaks School, pending remodeling of the Ghiglieri Building. Priority troubles at present are delaying remodeling of the building into a day nursery.

Stockton Record
June 28, 1943

CHAPTER X

STAFF REQUIRED TO OPERATE DAY-CARE CENTER

The personnel needed to operate a child-care center might require different types of training and experience but all must be uniform in one respect, and that is of a genuine liking for children. Furthermore, one should have plenty of patience and imagination and be able to endure the taxing activity without fatigue. One should not be subject to frequent colds or illnesses which might keep her away for long periods at a time. The teachers must work together to build a tension-free atmosphere for children and the closest co-operation is necessary to avoid giving too much direction or making conflicting requests of the children. Great care must be taken to avoid discussing differences of opinion or aspects of the behavior or personality of the children or of ones own personal problems in their presence.

The number of members required will depend upon the size of the school, the arrangement of the building, the ages of the children, and the facilities made available through the co-operation with other social and health agencies. The number of persons needed will also vary with the daily schedule since some activities, such as meal times, require more supervision than, for example, does the free-play period. Thus it is well to have workers with time schedules that can overlap in order to augment the staff at those times when most

assistance is needed. Rose Alschuler¹ suggests that in general the proportion of teachers in a nursery should approximate one adult to eight or ten children. She adds that the activities in a center are usually carried on by the teaching staff composed of a teaching director and the assistant teachers, plus the maintenance workers, among whom are the cook, and a laundress and janitor. To these may also be added, depending upon local conditions and size of group or groups, the services of a nurse, a nutritionist, and housekeeping assistant. Maintenance workers and those offering special services will probably all be employed on a part time basis.

The Lafayette nursery did not enjoy all of these conveniences at the outset but as the months have rolled by we have added most of the personnel mentioned by Mrs. Alschuler. At first our nursery was operated by three women. Mrs. Herring, the director, opened the nursery in the morning at 6:30 A.M. and remained until 2:30 P.M. At 10 A.M. Mrs. McLeod came on duty and assisted during the noon meal and the rest period, leaving about 2 P.M. Those were the stated hours but seldom did Mrs. Herring get away until 4 P.M. with reports, interviews with parents and the like. Mrs. McLeod often came early with some new toys and stayed late. Mrs. Clark often had to remain until 6:30 P.M. and 7 awaiting some errant parent who had stopped at a tavern on the way home from work. This condition

¹

Rose Alschuler, Children's Centers, p. 55

prevailed until an inspector came and looked the situation over and arranged to have a housekeeper employed to take care of bringing in the food, helping serve and cleaning up afterward. More teachers have been employed and the hours have been shortened so now the full time employees work only six hours and forty minutes to complete their shift.

Care of the children in the extended-care section is not so strenuous and exacting, so a smaller personnel can be used. The children are between the ages of six and twelve so they can more or less take care of their wants and find activities to keep them busy for a greater length of time. From the start we have never had more than three people working with the older children. Mrs. Hawkins would usually open the center at 6:30 A.M. and carry it along until 10 A.M. I would go on duty at 10 A.M., and through the lunch and rest periods, the two of us would take care of the situation. Mrs. Hawkins would leave at 2:30 P.M. and I would carry on until 6 P.M. When school is in session the hours are somewhat different. Mrs. Hawkins works from 6:30 A.M. to 8:30 A.M., thence the children go into the care of the school authorities. At 2:15 P.M. some of the little ones are excused from school so Mrs. Legare comes on at that time and supervises a rest period containing a group of twenty-five until 3:30 P.M. At 3:30 P.M. the remaining children come down and Mrs. Legare serves them their mid-afternoon refreshments. I am out of school at that time so I take care of the older ones in the yard or in the lunch room or library during inclement weather. My wages, between

the hours of four and five P.M. are paid by the Stockton School Department and my chief job then is to supervise a recreational program in the yard, encouraging as many extended-care children to participate in the play as possible. Many children from the Elmwood school must remain until 4:30 P.M. awaiting the bus and with that group, augmented by many children in the neighborhood, our playground is a beehive of activity until 6 P.M.

The following is a breakdown of a payroll during a typical month at the Lafayette day-care center:¹

NURSERY

Director	24/24 days @ \$180.00 per month	\$180.00
Ass't Director	18/24 days @ \$160.00 per mo.	120.06
Teacher (½ shift)	22/24 days : \$75.00 per mo.	68.64
Mrs. "A" (substitute teacher)	14½ hours @ .721 per hour.	10.45
Mrs. "B"	" 22½ hours @ .721 per hour	16.22
Mrs. "C"	" 10-2/3 " " "	7.69
Miss. "D"	" 5/24 days @ \$150.00 per mo.	31.25
Miss. "E"	" 5 hours @ .721 per hour	3.61
Matron	24/24 days @ \$75.00 per mo.	75.00
Janitor (Part time)	24/24 days at \$10.00 per mo.	10.00
Cook (Wages paid by School Department during school term but during summer, paid by Federal Child-Care at rate of \$100.00 per mo.)		

Total nursery payroll	\$522.92
-----------------------	----------

Cost per child--25 average daily attendance	.87 per day
Collected from parents per day	.50 per day
Deficit to be made up by Fed. Child-Care (Plus food and other expenses)	.27 per day

Extended-Care

Amount paid by Federal Child-Care

Director	33 hours @ \$1.00 per hour	33.00
Ass't Director	46 hours @ \$.821 per hour	37.77
Teacher (Part time)	36½ hours @ .721 per hour	26.14

¹ Figures obtained from records on file at center.

Janitor (Part time) 24/24 days @ \$10.00 per mo. \$10.00

Cook - 6 days during vacation when wages not
paid by School Department - @
\$5.00 per day

30.00
\$ 136.91

Cost per child - 36 average daily
attendance

.16 per
day

Fee collected from parents per day

.30 per
day

Balance left to help pay for food
and other expenses

.14

Amount paid by Stockton School Department
and charged to recreation

Director 69 hours @ \$1.00 per hour

\$ 69.00

Ass't Director 38 hours @ .721 per hour

27.40

Teacher (Part time) 23 hours @ .721 per hour

16.58
\$ 112.98

Cost per child- 36 average daily
attendance

.13 per
day

(All borne by Stockton School Dept.
without any recompense)

Total payroll for month for center

\$ 772.81

The payroll during the summer months when school is not in session is greater for then the teachers in the extended-care program serve a full eight hours and are paid accordingly. The nursery payroll would remain about the same, however.

Herewith are some figures furnished me by Mrs. Nall, bookkeeper in the Federal Child Care office, which show the total fees collected from parents and the amount of money received from Federal Child-Care funds as well as the distribution of these funds for all of the day-care centers in Stockton. These figures apply to March 1, 1945

Total Fees collected (Nursery and Extended-Care)	\$42,941.40
Contributions	1,063.53
Federal funds	<u>57,884.94</u>
	\$101,889.87

Distribution of these funds:

Administration	\$ 6,966.21
Instruction	46,309.13
Auxiliary	7,117.41
Food	15,433.03
Operation	7,320.48
Maintenance	1,697.59
Fixed Charges	4,234.00
Equipment	4,286.78
Alterations & Remodeling	4,041.48
Petty Cash	50.00
Balance on hand	<u>4,433.76</u>
	101,889.87

CHAPTER XI

THE DAILY PROGRAM FOR NURSERY

The program or time schedule of activities will vary from one group to another depending upon the length of the school day, the arrangement of the building, amount of space available, the personnel, ability and interests of children, the climate and other factors. With all of these things to take into consideration it can be readily seen that the schedule must be flexible, nevertheless it is advantageous to have a well-planned and orderly routine for the events of the day. Routine is essential to the teacher because with routine there is less confusion and things run more smoothly, and once the children become accustomed to a succession of events, they pass from one activity to another with less complaint.

Rose H. Alschuler in her "Children's Centers", a guide for those who care for young children, has the following to say about a daily schedule for a nursery:¹

In planning the daily schedule, meals and sleeping hours should fall at the same time each day. Apart from those fixed requirements, the schedule should be kept as flexible as possible. Because each child has his own tempo and rhythm for eating, sleeping, toileting and the like, clock time, as such, means nothing to him. His interests and needs should, in so far as possible, determine the time and duration of each activity. The toilet schedule should allow for the frequent needs of the youngest children and for the less frequent needs of the older ones. The free periods in which the child is permitted to select his own activities should be fairly long and, if possible, uninterrupted by requests from the teachers. Periods assigned to organized group activities should not

¹ Rose H. Alschuler, Children's Centers, p.54, 55

be over fifteen or twenty minutes in duration. In the free-play period, the child will himself vary the type of activity. In the more organized period, the teacher is usually responsible for furnishing stimulating variety. Periods of active and quiet play should alternate so that children do not get too tired. Actually children on their own initiative frequently go from active to quiet play.

Josephine Foster in her "Nursery-School Education"

cautions that the conscientious teacher often attempts to include too much in her daily program. As a result, continues Mrs. Foster, the teacher keeps the children on the go from one activity to another instead of allowing them to follow their own leisurely pace. She forgets that procedures, which for years have been largely automatic for adults are for the children new, unlearned activities, requiring much time and effort, and that unless the children are given plenty of time to follow their own interests and ideas in play and in social contacts, they have little chance to learn habits of independence. Mrs. Foster further argues that the most satisfactory nursery-school program offers large blocks of uninterrupted time. A morning largely devoted to self-chosen activities with the mid-morning glass of fruit juice, the donning or removing of outside wraps, the necessary trips to the toilet taken care of individually without interrupting the activities of the other children.¹

Although Mrs. Foster is speaking of a true nursery-school operating in normal times, no doubt the same beliefs could be put into practice in the present war-time nurseries.

¹Josephine Foster & Marion L. Mattson, Nursery School Educ., p.281

Mrs. Alschuler suggests the following schedule:¹

- 7 to 9 A.M. Arrival of children timed according to mothers' needs, health inspection, toilet, drink of water.
- 9 to 11 Play, preferably out of doors. Excursions whenever weather permits. Special consideration may need to be given to health needs, e.g. orange juice, cod-liver oil, sufficient rest and the like, of children in school for longer day.
- 11 to 11:45 Putting away of equipment, setting table, washroom, preparation for lunch, rest period.
- 11:45 to 12:30 Lunch.
- 12:30 to 1 P.M. Preparation for nap.
- 1 to 3 Nap, toilet, dressing.
- 3 to 3:15 Milk and crackers
- 3:15 to 5 Play indoors or out depending on weather and child's needs.
- 5 to 5:45 Stories and music, preparation for supper.
- 5:45 to 6:30 Supper.
- 6:30 Quiet play until called for.

The teachers in the nursery at the Lafayette school are aware of all the correct nursery school practices and whenever and where possible, they try to put them into effect. It must be kept in mind that for over nine months of the year the nursery at the Lafayette is housed in a school building where classes pass to and fro and where the yard, lavatories, hallways, kitchen and office have to be shared with the school

¹

Rose Alschuler, Children's Centers, p. 55, 56

Ten Commandments for Nursery School¹
Teachers

- I. Thou shalt have no other interests besides thy Nursery School.
- II. Thou shalt not try to make of thy children images, for they are a live little bunch, visiting the wriggling of their captivity upon you, their teacher, unto the last weary moment of the day; and showing interest and co-operation unto those who can give them reasonable freedom in working.
- III. Thou shalt not scream the names of thy children in irritation, for they will not hold thee in respect if thou screamest their name in vain.
- IV. Remember the last day of the week, to keep it happy.
- V. Humor the feelings of thy children that their good-will may speak well for those in the domain over which thou rulest.
- VI. Thou shalt not kill one breath of stirring endeavor in the heart of a little child.
- VII. Thou shalt not steal for the drudgery of many routines the precious hours that should be given to recreation, that thy strength and happiness may appear unto those that come within thy presence.
- VIII. Thou shalt not suffer any unkindness of speech or action to enter the door of thy room.
- IX. Thou shalt not bear witness to too many "schemes of work" for much scattered effort is a weariness to the soul and a stumbling block to weary fingers.
- X. Thou shalt laugh--when it rains, and wee, wooly ones muddy the floor, when it blows and doors bang, when the little angels conceal their wings and wriggle, when Tommy spills milk and Mary drops her dish; when visitors appear at the precise moment when all small heads have forgotten everything you thought they knew. And again I say unto you, laugh; for upon all these commandments hang all the law and the profits in thy Nursery School.

1

Author unknown (apologies to Bible-of course) This advice along with other directions, procedures etc. furnished by Miss Bowman when nursery started.

population. A great deal of the nursery program has to be adjusted to the school situation. Never was this more obvious than the other day when it was decided to have a fire drill at 1:30 P.M. when the little tots in the nursery were fast asleep. Of course we should have had the drill at some other time in the day but the damage was done and Mrs. Herring and Mrs. Clark, not knowing that it was just a drill, herded all of the sleepy, scantily clad children out into the yard. Hardly a week goes by but that some situation arises which adds immensely to the difficulties of having a nursery situated in a school building. In spite of these hardships, Mrs. Herring, Mrs. Clark and all of the other teachers who have helped here, have kept sweet, worked untiringly and have done a splendid job under the most trying conditions. They certainly are not being paid enough for what they are doing but when the emergency is over, they should feel justly proud of their worthwhile contribution to the war effort.

I asked Mrs. Herring for the daily schedule they follow in the nursery and she gave me the following one:

6:30 to 8 A.M.	Health inspection as children arrive, free play, dolls, blocks and trucks.
8 to 8:45	Stories - music.
8:40	Kindergarten children toilet and wash.
8:45	Milk and crackers for kindergarten children.



Scene at Oak Street Nursery showing children going through chore of washing hands and faces in preparation for lunch.



Scene at Oak Street Nursery showing children eating under watchful eye of teacher who sees that children watch their manners and clean their plates.

- 8:55 A.M. Kindergarten children go to their room from 9 until 11:25.
- 8:40 to 9:15 Small children paint, color, string beads. Occasionally singing games.
- 9:15 Toilet and wash.
- 9:30 Milk and crackers.
- 9:45 to 10:20 Rest.
- 10:20 to 11:20 Dress and outdoor play or walk. During rainy weather--quiet games and constructive play.
- 11:20 Toilet and wash for lunch.
- 11:40 Hot lunch served in one end of nursery.
- 12:15 to 2:30 P.M. Dress, toilet and wash.
- 3:30 to 3:45 Tomato juice, orange or grapefruit juice and toast.
- 3:45 to 4:45 Outdoor play- toilet 4:15 for 2 yr. olds.
- 4:45 Cleanup.
- 5 to 6 P.M. Stories and music while awaiting parents.

To conduct a program of this kind the teachers here have the following space and equipment. Shown on the next page is a sketch of the room available, including the playyard, while the floor plan for the building is shown on page 39. The size of the room is approximately 30 feet by 52 feet. This is what is called a single unit plan and not the most desirable type of plan. One will note that coat-room space, storage for cots, storage for blocks, toys and games, lunch room, rest quarters, receiving quarters, isolation corner, are all crowded into one room. The lavatory facilities are

Floor plan of Lafayette nursery. Approximate size of room 30'x 52' or about 1328 sq. ft. allowing 44 sq. ft. for each child if 30 are present. The minimum has been set at 35 sq. ft. but minimum set for small unit is 70 sq. ft. so one could draw conclusion that nursery is on the crowded side because all of activities plus storage are found in this room.

C = for Cots
T = for Tables

Playard
50' x 53'
Equipped with:
Cattle Gym
Sand box
Large play house
Ramp
Table
Small box
Punching bag pole
Wagon
Large blocks

across the hall while the food is prepared in the school kitchen down the hall and wheeled to the nursery on a food cart. In this cramped space, from twenty to thirty, 2 to 5½ year old children are taken care of every day except Sunday and Christmas from 6:30 A. M. until 6 P. M. or later. I doubt if there is any room anywhere which gets more use per square foot than does this room.

I recently visited a building in Richmond, California especially constructed for nursery care. The building was constructed along modernistic lines with a great deal of window space making for much light and cheerfulness. There were four separate units, each unit accomodating 28 children, having a huge play-room with separate rooms off this for toilets, lockers, play equipment storage; and fronting this huge room was a large play yard equipped with all the play equipment one could imagine. The only thing I did not like about the set-up were the rest quarters which were situated upstairs in one long room covering the distance of all of the units downstairs. This room of course was broken up into small units by removable screens but this still did not prevent a few recalcitrants from keeping over a hundred children awake. Elsewhere in this lovely building was a nurses room and isolation ward, an office, a staff room, kitchen, storage closets, a long and well-lighted hall, a conference room, plenty of food storage,

furnace and everything needed to make it comfortable and efficient. To staff this layout each unit of 28 children had five teachers whose hours were so staggered that all five were on duty at the noon hour. The food for the whole building was prepared by a cook and her assistant and nine matrons delivered the food, helped serve it, cleaned up afterward and kept the rooms and halls in spic and span shape. The director or her assistant was on duty all day and a nurse paid daily calls and was subject to calls at any time.

Returning again to our own situation the writer should like to make a few comments about the daily nursery program as he has observed it. A routine of extreme importance for the teacher on duty in the morning is that of the health inspection. Each child must be carefully checked in order to catch anything that looks contagious, either on the skin or in the mouth. This inspection should be done before the parent gets away and sometimes this is rather difficult for the parent is usually in a hurry and becomes impatient when called upon to wait. Then there is the matter of collecting fees at the beginning of the week and the writing of a receipt which takes time but which is seldom mentioned when drawing up a daily schedule.

After the child has been found to be sound, then he must be given something to play with for he must amuse himself for a time while the teacher checks in the other child-

ren. Usually when all of the children have arrived the teacher takes them over into a corner and reads or tells a story, or plays the phonograph and encourages the children to sing or dance. When school is in session the five-year olds must be gotten ready for kindergarten so milk and crackers must be served them early. After they have left the smaller children are supervised in painting, coloring, stringing beads or any activities that the teacher may find to do. About this time the toileting and washing must be taken care of in preparation for the mid-morning snack. It is both natural and sound for a child to establish good habits of elimination and to learn the proper terms for the eliminative organs and functions. During this period, also, the child gradually learns how to wash his face and hands and comb his hair, and he should acquire the habit of washing his hands after going to the toilet. Children should be sent to the washroom in groups of three and four, going first to the toilets.

The following toilet procedure has been suggested by Mrs. Alschuler:¹

Assist the child with buttons only when necessary. Girls may need help with back buttons. Boys usually need no help. They, as a rule, stand to urinate.

Assist with clothing only when it is in danger of getting wet. It may be necessary to hold back clothing for boys or to pull panties forward for those children seated on the toilet.

Most children can seat themselves on the toilet. Do not let child stay on toilet more than ten minutes.

¹ Rose Alschuler, Children's Centers, p. 57, 58

When several children are waiting, allow those with the least control to go first.

Each child should flush toilet after using it.

After each toilet period, check the elimination record, which should hang in the washroom.

If child soils or wets his clothing, show no emotion but change his clothing in wash or toilet room. Rinse out soiled clothing, hang it up to dry and send it home with the child at the close of day.

After toileting all children rinse hands in running water and dry carefully to prevent chapping.

At about 9:30 A.M. the children are seated at the table and the mid-morning refreshments of milk and crackers are served to them. After the refreshment the cots are put down and the children undressed and allowed to rest for half an hour or so. After this short rest they dress themselves and go out into the play yard for games or the teacher may have them walk to the nearest park and back, talking about the various things they see on the way. Returning at about 11:20, they toilet and wash up for lunch. Again they are seated at their specially built tables and chairs, and lunch is brought in on the food cart and served to them by the three teachers who are on duty now. Close supervision must be given during the lunch period for many children have developed pretty bad eating habits and have a tendency to spill their food, bolt their food, fritter away their time until the food gets cold, mince over the food, and many other bad traits. The matron has quite a mess to clean up after twenty-five or thirty youngsters have eaten. While she is doing this, the cots are

Typical Daily Routine for Nursery
Teachers at Lafayette

Time	Mrs. Herring	Mrs. Ryland	Mrs. Clark	Mrs. Trivelpiece
6:30-A. 7:30	Inspection of children. Put down beds for small children.			
7:30	Continue re- ceive & in- spect child- ren. Small children toilet. Drink at fountain.	Supervise free play, blocks painting puz- zles etc.		
8:30 9:30	Put down rest cots. Take children to toilet-wash.	Read to child- ren or super- vise looking at books. Pour milk for children & serve.		
9:30 10:15	Remove shoes Rest super- vision.	Help children down to rest. Wash glasses, wipe tables.		
10:15 11:15	Help on with shoes and wraps. Out- door play supervision.	Straighten cots-pick up room.		
11:15	Bring child- ren in-remove wraps-toilet & wash for lunch.	Assist child- ren with wraps. Stories till lunch.		
11:30	Supervise eating.	(Mrs. Mahin) housekeeper brings lunch from kitchen.	Serve lunch supervise eating.	Serve lunch supervise eating.
12	Help child- ren get ready for nap. Leave 1:10.		Toileting wash-help down to sleep Charts fixed.	(same) Towels cut etc.

Daily Routine - Continued

<u>Time</u>	<u>Mrs. Herring</u>	<u>Mrs. Ryland</u>	<u>Mrs. Clark</u>	<u>Mrs. Trivelpiece</u>
2:30 to 3:30			Help children with dressing & toilet--serve fruit juice.	Help children with dressing & toileting-- serve fruit juice.
3:20 to 4			Supervise play outdoors.	Supervise play outdoors.
4 to 5			Supervise toileting of 4 & 5 yr. olds. Drink at fountain. Re- main outside with older children until 5.	Supervise toilet of 2 & 3 yr. olds. Drink at fountain. Remain indoors with 2 & 3 yr. olds until 5.
5 to 5:30			Supervise planned activities indoors. Older children indoors.	Supervise out- door play of 2 & 3 yr. olds.
5:30 to 6			Remain indoors, children playing indoors or out- side as they pre- fer.	Remain outdoors until 5:45. Children play indoors or out as they prefer.

placed around the room, the blinds drawn, and the children put down to nap.

Some of the children can undress themselves, but many two-year olds have to be helped considerably. Then there are always a few who want to talk in a sing-song fashion, cry, or make themselves a nuisance. It takes about half an hour or so before they all get quiet and often longer than that. About that time the school bell rings and in walk the children, no doubt disturbing the little tots again, thus necessitating another siege of restlessness and consequent chore to get them back to sleep again.

The nap lasts until 2:30 when the children dress or are dressed, toileted and washed in preparation for the mid-afternoon snack. At this time the children are served either tomato juice (impossible to get now because of points) grapefruit juice or an orange. Along with the juice is served a piece of toast. Then the children are taken outside for an hour where they play on the equipment in the yard. In the playyard we have a slide, a castle gym, sand box, large box, large table, punching bag, ramp, wagons, rubber balls, and other miscellaneous things. It keeps the teachers alert to see that certain children do not monopolize the best equipment, treating bruised legs, and consoling bruised feelings, settling disputes and many other tasks.

During the rainy season the teachers' problems are multiplied because she has to provide some kind of outlet for pent-up energies inside. Blocks seem to be one of the best

ways to entertain them inside. They get a great deal of pleasure in building high buildings and rooms and then seeing them tumble, and here is where the patience of the teacher is strained to the utmost. After these blocks have fallen several times, one must possess a great deal of control not to go over and give the whole thing a big kick. But the noise must be overlooked for the time being.

Soon after 4:30 the parents begin to come for their children so the children are cleaned up and entertained by quiet games, stories, and music. As the parents come, the teachers have an opportunity to call attention to anything that has happened out of the ordinary during the day and to compliment those children who have behaved well during the day. In spite of the fact that each child has a separate locker for his coat and hat, there is often the last minute hunt for some lost article. When six o'clock rolls around the teacher is about exhausted and deserves to go home to a nice dinner, all prepared, with no cares for the rest of the evening, save to stretch out on the chesterfield and read a good book or just relax. This is seldom the case, however, for often she has to remain long after six with some child whose errant parents have stopped off at a tavern on the way home. Quite as often as not, she has to go home and prepare a meal for her own family. Such is the daily routine and life in an average nursery, and only those souls who love children and want to do something for humanity have the courage and stamina to stick it out.

Before leaving the nursery program, I should like to discuss the matter of food. Some teachers become very much concerned if children do not eat their food and often try to force them to do so when as a matter of fact they may be going through a normal reaction which they will snap out of shortly. Often the dessert is held out to them as a bait in order to get them to clean their plates, when in reality desserts are considered to be as essential as any part of the meal. One of the things that help the child to good eating habits is serving lunch at the same time each day. Punctuality and regularity in procedure are important, as is the need to follow the same routine for serving so that the children know what to expect. Eating is a natural process and meal time should be a happy and relaxed period when children are permitted to eat at their own speed, allowing time for conversation but not too much or too loud. If a child does not finish his food within a reasonable length of time, the plate should be removed without comment. Food should then not be discussed or given until the next meal. Children can go several days without eating much food but when they do get back into stride, they make up for lost time. Illness is often preceded by loss of appetite so it is important not to force them to eat but to investigate the underlying cause. Kinds and amounts of food given children during illness should follow doctor's recommendation. Menus for the week should be placed on the bulletin board so that parents can note and try to provide

something different for the evening meal.

Young children's food each day should be based on the seven basic foods and should include:

Milk: at least one pint, one quart if possible

Butter: at every meal --- not margarine

Orange juice, tomato juice, or grapefruit juice

Fruit in addition to above juices

Vegetables: two daily, one root and one green (serve vegetables raw frequently such as carrot sticks and celery)

Potatoes

Eggs, liver, lean beef, or fish

Cereal: part or whole grain in bread

Menus should vary from day to day and from week to week so that children will learn to adjust to a variety of food. At the Lafayette center the menus during the summer and vacation periods are prepared by Miss Burrows, but during the regular school session the menus prepared by Miss Post for the school cafeterias throughout the city are used with occasional substitutions when such foods as beans, starches, etc., are called for but would not be suitable for small people.

Herewith is shown a typical menu for a whole week as prepared by Miss Post for the school cafeteria and used for the children in the nursery and extended-care with minor substitutions:

Cafeteria Menu

April 23 - 27

Monday

Macaroni with Tomato Sauce and Cheese
String Beans or Peas
Bread - Margarine - Peanut butter (butter served
to nursery)
Milk
Canned Fruit

Tuesday

Meat Loaf
Mashed Potatoes
Vegetable Salad
Bread - Margarine (butter)
Milk
Ice Cream

Wednesday

Vegetable Stew or Soup
Spinach
Bread - Margarine (butter)
Milk
Jello

Thursday

Spanish Beans (eggs served in some style, instead,
for nursery)
Buttered Carrots
Bread - Margarine (butter)
Milk
Oranges or $\frac{1}{2}$ Grapefruit

Friday

Fish Loaf or Baked Sliced
Potatoes with Parsley
Cottage Cheese Salad
Milk
Bread - Margarine (butter)
Ice Cream

Scrambled Eggs
Mashed Potatoes
Swiss Chard
Milk
Bread and butter
Jello or Pudding

In addition to the above noon meal it must be kept in mind that all of the day-care children are served milk and crackers at about 10 A.M. and some kind of fruit juice or an orange at 3 P. M.

Most important in the operation of a nursery is a complete stock of equipment to be used in play and entertainment activities. Children like to draw and paint, climb and swing, dig and build and to play house. When we opened the nursery at Lafayette, there was little furnished except what was brought by Mrs. Herring, Mrs. McLeod, and Mrs. Clark. Mrs. Herring showed me an interesting list of toys and playthings which she had found and which we had to resort to at the outset. Later a rather sizable amount of money was provided with which to buy equipment and this was spent for such useful equipment as a castle gym, a full set of well-constructed blocks, platform constructed on rollers to transport cots and other equipment. Mrs. Herring's list included the following:

If you have no money to spend for the yard

1. Big packing cases, goods boxes, apple boxes.
2. Empty nail kegs, barrels.
3. Sand.
4. Old kitchen spoons, pots & pans, pie plates, tin cans.

which have been opened with the type can opener that leaves a smooth edge.

5. A see-saw, made from a saw horse and board (Be sure the board is smooth and sanded).
6. Other boards, smoothed and sanded, for building, etc.
7. Swings (An old automobile tire, tied with a rope hung from a tree can be useful).

If you have no money to spend for the room

1. Empty spools, painted bright colors if possible. (Used for beads, threaded on shoe strings).
2. Small scraps of lumber with even edges, smoothed and sanded. (Used instead of blocks for building).
3. All kinds and sizes of tin cans. (They must have been opened with a smooth-edged can opener).
4. Scrap books made from pictures cut from magazines and pasted on heavy brown paper or cloth.
5. Scraps of cloth, used for doll covers, etc.
6. Bean bags.
7. Cheese boxes and other small boxes (Used for doll beds and other doll furniture).
8. Clothes pins. (Children will use them for dolls. Youngest like to pin them around edges of tin cans, etc.)
9. Stuffed dolls and animals made from scraps of cloth.

If you have money to spend on the yard

1. A sand box. (Should be large with a cover to keep sand clean).
2. Tin dishes, shovels, large spoons (Used in sand).
3. Saw horses of different sizes: 18, 12, 9 and 6 inches high.
4. Two dozen boards of different sizes: 8 feet to 30 inches long.
5. Ladders (Used for all types of climbing --- on boxes, across two boxes, etc.)

6. Large hollow blocks --- one foot square; and two feet by one foot.
7. Wagons.
8. Wheel barrows.
9. Tricycles.
10. Nail kegs, packing cases, boxes.

If you have money to spend on the room

1. Blocks. There cannot be too many. May be made by carpenter from white pine. Three different sizes:
 - (1) 6 inches long, 3 inches wide, and $1\frac{1}{2}$ inches thick
 - (2) 12 inches long, 3 inches wide, $1\frac{1}{2}$ inches thick
 - (3) 24 inches long, 3 inches wide, $1\frac{1}{2}$ inches thick
2. Rubber balls.
3. Rubber dolls.
4. Other dolls.
5. Rubber trucks, autos, boats, etc.
6. "Housekeeping" toys, as beds, dishes, irons, etc.
7. Small brooms, mops, dust pans.
8. Picture books, puzzles.
9. Bingo beds.
10. Large crayons.
11. Poster paints, large brushes (Powdered paints are cheaper).
12. Paper (Wrapping paper, made smooth with hot iron, can be used).
13. Small wagons and carts, for young children to pull.
14. Hammers, saws, nails, and scrap lumber.

Rose Alschuler in her handbook of practical information on the establishment of nursery schools titled "Children's

"Centers" gives a complete equipment list needed to operate a nursery of twenty-five children. She breaks her list down into the following headings: furniture, sleeping, bathroom, fixtures, eating, kitchen, play apparatus, play materials, first aid kit and general supplies. She states whether the materials are carpenter-made, ~~seamstress~~-made or to be bought at local store. I shall not enumerate these articles because the list is quite long, but I would suggest that this list be referred to if one were contemplating opening a nursery. In fact I would heartily recommend her book as a "must" for all those interested in getting practical information on the establishment of nursery schools in America, especially during war time.

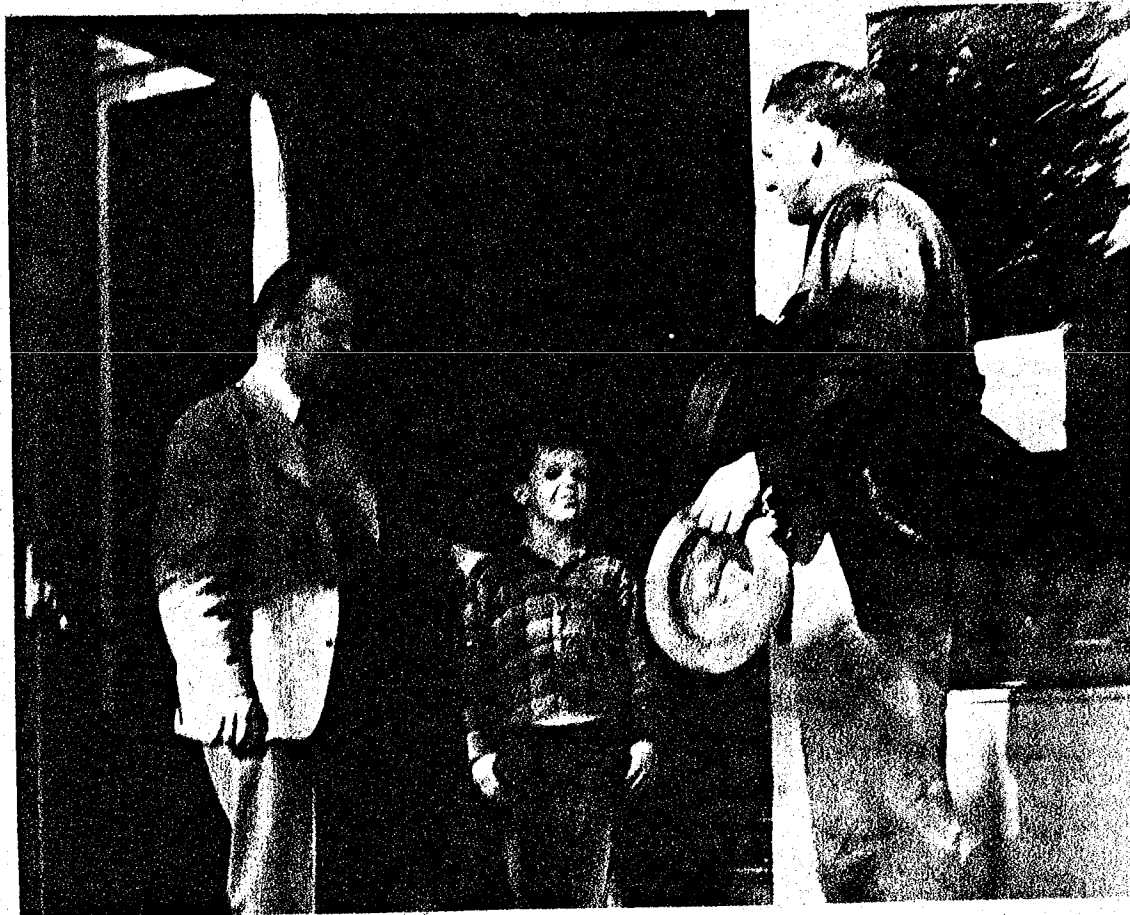
THE DAILY PROGRAM FOR EXTENDED-CARE

Not much has been written about the daily program and routines for children from 6 to 16. This is more or less a new field in child-care; so we have had to feel our way, experiment, and profit by our mistakes. The great difference between nursery-care and extended-care is that the children are beginning to grow up and are more able to take care of their wants. They are better able to find things to amuse themselves, less likely to get hurt and the span of interest in whatever they take up is longer; therefore their care is less taxing on the energies of the teacher. For this reason a smaller staff can be employed to care for a greater number of children; however that number should not be over fifty for too

large a crowd becomes unwieldy. When school is in progress at the Lafayette, three teachers are engaged in shifts not exceeding three hours to take care of forty children, while in the summer two teachers can take care of fifty children, working in eight-hour shifts, overlapping at the lunch hour.

When school is in session, Mrs. Hawkins arrives at 6:30 A.M. and cares for the children until 8:30 when they go into school care. At 2:15 P.M. the six and seven year olds are excused from school and Mrs. Legare takes them to rest in the balcony of the auditorium. There the larger cots are shared by two small children while the smaller cots accommodate one older child. Each child furnishes his own blanket with his name sewed on it, so that it may be taken home and washed when soiled. At the end of the rest period these blankets must be folded neatly and placed in a large cabinet nearby. Whenever there is need to isolate a child for reason of a cough or cold, he is placed on a cot in Mrs. Hawkins' room on the first floor and watched carefully. If we feel the case is serious, we immediately get in touch with the parents and have them call for the child, or if it is an emergency first aid case we take the child to the Emergency Hospital, notifying the parents at the same time.

At 3:30 P.M. school is dismissed and Mrs. Legare brings her brood down to the kitchen and by that time the older ones have arrived and all are served either oranges, chocolate milk, milk or sometimes grapefruit juice. Toast or granam crackers are also served. If the weather is inclement the



Scene showing parent calling for child at close of day. In day-care work the teacher and parent are in much closer relationship than they are in regular school work. The opportunity to meet the parents both at the beginning and close of day affords the teacher an excellent chance to learn and understand something about the child's environment and how best to deal with him. The writer feels that this is one of the many experiences in child-care work which can be profitably carried over into school work.

children are taken to the library for half an hour or so where they are permitted to read their own story and sit and listen to Mrs. Legare tell them or read them a story. When they tire of this, they are taken to the basement where games and crafts are provided. If the weather is good, Mrs. Legare takes the children outside for games and free play for it must be remembered the children have been in school all day so they are all anxious to get outside and stretch their legs and let off some steam in such activities as jump-rope, baseball, cops and robbers, and the smaller ones find much fun in playing in the sand pit.

At 3:30 P.M. I am busily engaged with the many things that occur at the close of a school day and more so since over a hundred children are brought in every day by bus from the Elmwood district to our school. Activities have to be provided for these children until the buses arrive so I provide equipment, get games organized, and look after these children until the final bus arrives at 4:30. During this time I try to interest the older day-care youngsters in some activity with the others. The crowd is enlarged by many who remain over from the neighborhood as well as a number of high school boys and girls. In addition the Girl Scouts meet at our school on Wednesday afternoon and the Brownies on Tuesday afternoon; so one can readily see that the Lafayette School building and grounds is serving the community in a worthwhile manner.

At 5 P.M. Mrs. Legare leaves. I have the playground and

the day-care children to look after until 6 P.M., but by this time the parents begin to call for their children and the crowd thins out somewhat. I usually take those who are tired of play inside and read them a story, allow them to play quiet games, draw, read, or work on some craft that we can adjust to our limited space. There are usually a half dozen who remain until six so they help me gather up the equipment, tidy up the place, and when everything is locked up we remain on the front steps awaiting the parents.

To show what actually takes place in our extended-care program during the school months, I should like to picture a typical day in a series of snapshots of the life and routine of little Mary Morenzone from the moment she arrives with her brother until she waves good-bye and enters her parents' car in the late afternoon. Mary was one of the first children to enroll in our nursery nearly two years ago and has since graduated to the extended-care group. She is a very lovable little lady, well behaved and a pleasure to have in our day-care group.

A TYPICAL DAY WITH MARY MORENZONE
AT THE LAFAYETTE EXTENDED-CARE CENTER



Mary arrives with her brother about 7:30 A.M. Her parents work as welders for Ets Hokin & Galvan. They have only the two children and are fine parents who have the welfare of their children at heart at all times. They wished to do something for the war effort as well as for themselves so when they discovered that they could leave their children in our care for a nominal fee, they decided to try it out. They have been with us most of the time since July 1943 and they tell us we are doing well by their children. Mary and Michael are very well behaved children and it is a pleasure to have them with us.

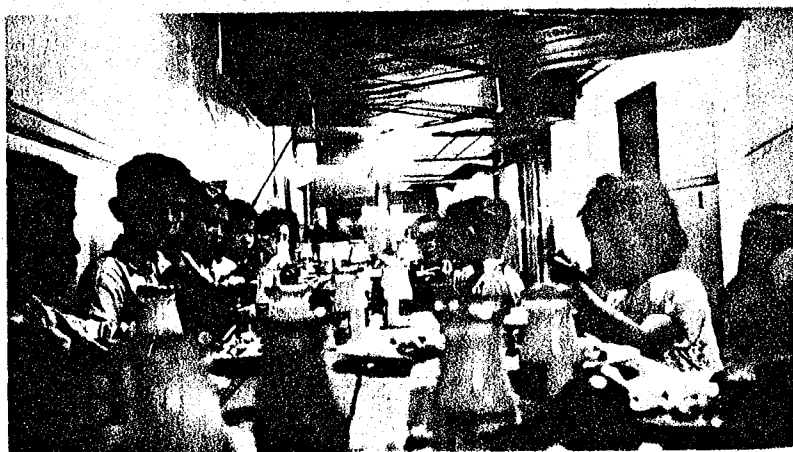


Mary has an hour to spend before school starts so after she listens to a few stories read by Mrs. Hawkins, she often busies herself reading, cutting out paper dolls or anything that appeals to her fancy. Here she is varnishing a common tin can to which she has pasted parts of a comic strip.

A DAY WITH MARY MORENZONE - CONTINUED



At 8:30 A.M. Mary leaves day-care and becomes a regular school pupil. Here she is shown about to enter the school building with her grade. She is six years old and is in the High First grade. Her teacher informs me she is a perfect little lady and much above the average in her school work.



At 11:40 A.M. she lines up with the rest of her class and receives her food cafeteria style. Those not on day-care pay 15¢ for their meal but of course Mary's meal comes as a part of the service we give her for the \$1.80 per week her parents pay us. Here she is shown at the right enjoying a hot nourishing meal.

A DAY WITH MARY MORENZONE - CONTINUED.



At 2:15 P.M. Mary's school day ends and from her classroom she goes to the rest quarters in the balcony over the auditorium. Here she and other children are stretched out ready for a nap until 3:30. Note blanket cabinet in rear.

After the nap the mid-afternoon refreshment is served and then on rainy days Mrs. Legare takes the children to the library. Here they may read books on their own level well illustrated with colored pictures or they may listen to Mrs. Legare read a story.



Here Mrs. Legare is about to read a story to Mary and some of her companions. The story telling period is one the children enjoy very much.



A DAY WITH MARY MORENZONE- CONTINUED



In this picture Mary is enjoying a game of touch ball with some other girls near her own age. This is an outside free-play period near the end of the day while she is awaiting the arrival of her parents. In this game the rubber ball is thrown against the building and each girl must allow it to pass through her legs without touching. The two children next to Mary are Filipino twins.



Here mother and father have arrived and Mary usually has her coat ready but Mike is usually interested in some game at the far end of the playground so his Dad has to go over and see what it is all about. Mr. Morenzone is quite a baseball player himself so he is interested in his son taking up the game at an early age.

The writer mentioned before that he became interested in the after-school recreation program in 1943 and enlisted in that work in the spring of 1943 at the Eldorado school. When school closed in June, an extended-care program was started at the Eldorado school, where I had the pleasure and good fortune of working with Mr. James Hemphill for a time there. At the outset he seemed to have a grasp of the situation and set up a fine program and carried it out. The writer received a great deal of inspiration from his leadership and carried many of his ideas into his Lafayette program. Mr. Hemphill is still in charge of the day-care center at Eldorado and through the past year and a half has untiringly and capably served the many children of working parents that have come to his center.

The following is his daily program as he set it up in 1943:

ELDORADO DAY-CARE CENTER

DAILY PROGRAM

Morning

6:30 - 7:30 A.M.	Opening exercises Health inspection Quiet games Drawing
7:30 - 8:30	Story-telling Oral expression
8:30 - 9:15	Organized play
9:15 - 9:30	Rest period
9:30 - 10:15	Music
10:15 - 11	Free Play

11 - 12 Library
Free reading

12 - 1 P.M. Lunch

Afternoon

1 - 1:15 Opening exercises
Health inspection

1:15 - 1:45 Story-telling

1:45 - 2:15 Visual education

2:15 - 2:30 Rest period

2:30 - 3:15 Written expression

3:15 - 4 Organized play

4 - 4:30 Story-telling
Free reading

4:30 - 6 Free play
Quiet games
Rest period

Wednesday and Saturday - Movies 1:45 - 2:30

Monday, Tuesday and
Wednesday - Craft work 9 - 12

After working with Mr. Hemphill, the author was not so much in the dark about day-care work. Consequently when he came to Lafayette he was able to get off to a better start by building on his experiences with Mr. Hemphill. Soon after we opened our doors at Lafayette, Mr. Frank Nash agreed to come and help us. Again it was a fortunate circumstance for me, for Mr. Nash proved to be a very capable helper. He possessed a fine understanding of children and helped me immensely in getting things organized and working as well as in making many valuable suggestions as to the proper and desirable

course to follow. We worked together very congenially for the remainder of the summer until he left to take the same duties at the Jefferson School.

At the beginning of school in September, 1945, Mrs. Mary Hawkins, the first grade teacher at the Lafayette School, was engaged to help me with the extended-care children. She and I have worked together since that time, and I must add that she has been a very faithful and loyal helper. In spite of the fact that her school work has taxed her strength, she has been generous and co-operative enough to help me carry a great share of the school caretoria responsibilities in addition to her work with the day-care children early in the morning. Her day starts at 5:30 A.M. and continues until late in the evening. She has truly been a fine example of tenacity of purpose and service to humanity without shirk or stint. I shall always consider it a privilege and an inspiration to have had the opportunity of working with one who possesses such courage and fine character.

Since I have sketched in the preceding pages the routine followed when school is in progress, I shall now explain more in detail our daily program for extended-care children as operated during the summer months. We feel that we are doing a better job for the children during these months for there is more space, more facilities, more time and energy; for then we are not encumbered with school duties. Let me first sketch the program we try to follow and then elaborate on it more fully later.

LAFAYETTE DAY-CARE CENTER

Daily Program for Extended-Care Children

(This program is based on the employment of two people, a Director and Assistant working the following hours:

Director - 6:30 A.M. to 2:30 P.M.

Assistant - 10 A.M. to 6 P.M.)

- 6:30 - 9:30 A.M. Free play and quiet games - reading.
Radio and phonograph.
Individual crafts.
(Collection of fees, reports, preparation
for mid-morning refreshments, etc.).
- 9:30 Call Assembly.
Cleanup.
Roll call and health inspection.
- 9:45 Mid-morning refreshment (Milk and crackers).
- 10 - 10:30 Library - Free reading or story-telling
(Divide into younger and older groups,
selecting stories to suit).
Movies once a week.
- 10:30 - 11 Directed games in yard.
(Divide into younger and older groups and
plan games accordingly).
- 11 - 11:45 Creative Arts.
Handicrafts - woodwork - painting, etc.
- 11:45 Cleanup for lunch.
- 12 - 12:30 Lunch.
- 12:30 - 1 Relaxation period in yard (Swimming at
Stribley Park - Girls on Wednesday and
boys on Thursday - 1:15 to 2:15).
- 1 - 2:30 Rest.
- 2:30 - 3 Cleanup.
Mid-afternoon refreshments, grapefruit
juice.
- 3 - 3:30 Story-telling.
Folk Dancing.
Singing.
Home talent shows.
Discussion of day's activities.

- 3:30 - 4 Directed games in yard. (Older group plays by themselves--younger group under supervision of teacher).
- 4 - 5 Free play.
Individual crafts.
Radio and phonograph.
- 5 - 6 Reading and quiet games in library while awaiting parents. (Quarters swept and tidied up--doors and windows locked).

The following is the program broken down to show what the director and the assistant do separately. Keep in mind that there are usually 45 to 50 children to care for from ages varying from 5½ to 14 years:

Daily Schedule of Director
and Assistant

<u>Hours</u>	<u>Mrs. Hawkins</u>	<u>Mr. Farrar</u>
6:30 - 9:30 A.M.		Supervision of children who have choice of free play, reading, games, individual crafts. Collection of fees, reports, preparation for mid-morning refreshments.
9:30		Call assembly. Cleanup, inspect hands and face. Take roll.
9:45		Serve mid-morning refreshments.
10 - 10:30	Supervision of small group (Robins) in story-telling or singing.	Library period for older group (Eagles). Story-telling, free reading or club meeting.
10:30 - 11	Directing Robins in games in yard.	Directing Eagles in games in yard.

<u>Hours</u>	<u>Mrs. Hawkins</u>	<u>Mr. Farrar</u>
11 - 11:45	Supervision and help in craft work--weaving, painting and drawing, clay, etc. Assist in showing movies on Tuesday.	Supervision and help in wood work, weaving, etc. Showing movies on Tuesday.
11:45	Supervise cleanup. Assist in setting tables.	Supervise cleanup. Assist in setting tables.
12 - 12:30	Watch children while they eat, serving bread and milk and dessert, seeing that no waste.	Watch children while they eat, serving bread and milk and dessert, seeing that no food wasted.
12:30 - 1	Supervise relaxation period in yard. Assist in clearing tables. Take girls to Stribley Park pool for swim on Wednesday. (1:15 - 2:15)	Supervise relaxation period in yard. Assist in clearing tables and general cleanup. Take boys to Stribley pool for swim, Thursday. (1:15-2:15)
1 - 2:30	Supervision of rest period. Preparation for mid-afternoon refreshments.	Supervision of rest period. Work on reports.
2:30 - 3	Supervise cleanup and serving mid-afternoon refreshments.	
3 - 3:30	Conduct period of singing, story-telling, folk dancing, home talent shows and days experiences.	
3:30 - 4	Direct games in yard working with Robins while keeping an eye on Eagles.	
4 - 5	Supervision of children who are permitted free play, individual crafts, radio.	
5 - 6	Reading or quiet games while awaiting parents. Tidy up quarters, checking building before leaving.	

In discussing the program more at length let us look at the activities commencing at the beginning of the day. The center is opened at 6:30 A.M. and quite often three or four are waiting on the front steps. We do not require that the parent remain while a health inspection is made although we do discourage the practice of parents just dropping their children off on the sidewalk. It is insisted that each child let us know when he leaves at night and the parents are urged to check in with us too. For the first hour or two the children string in and since there is only one teacher on duty and he has to collect fees, order milk, tidy up quarters and prepare for the mid-morning refreshments, the children are urged to participate in free play in the court and hall or in the yard if it is warm. They may also read and play quiet games such as checkers, bingo, and puzzles in the library. There is a phonograph in the hall for those who wish to play it and a radio in the library but the children soon lose interest in it except for the programs like "Red Rider" which come at the close of the day. As mentioned before the girls' court is full of equipment such as a work bench, ample supply of scrap lumber, hammers, saws and nails, play houses, tables, easels and paint, so many of the children find activity there during the first hour or two.

At 9:30 the children are called and asked to wash and sit down on their designated seats in the hallway. Here the roll call is made and a quick inspection of hands, faces, teeth and a check of the forehead if anyone seems to look

flushed. If anyone seems to feel out of sorts or looks suspicious, he is carefully watched or kept isolated until the nurse arrives. A nurse from the San Joaquin County Health Department pays a daily visit to the nursery so we call on her for a diagnosis. Rather than take a chance when we are uncertain as to what the child is coming down with, we always get in touch with the home and have the parent call for the child.

After this routine has been completed, they file in single file to the dining room where they partake of a large glass of milk and a graham cracker. A second glass of milk is not permitted at this time for we do not wish to take the edge off of their appetite for lunch.

It is now 10 A.M. and either Mrs. Hawkins or I arrive, for we alternate the shifts so that one week Mrs. Hawkins takes the early hour and the next, I take it. The groups are divided and Mrs. Hawkins usually takes the younger children to the kindergarten across the hall for a story-telling or singing period for there is a piano in that room. I take the older ones to the library for a story-telling or free reading period. Last summer I borrowed an idea from the Oakland Child-Care program after I had witnessed it in operation at one of their centers. They organized all of their children between the ages of $5\frac{1}{2}$ to $6\frac{1}{2}$ into a club called the "Eaglets" while another group was called the "Propellers", the blades signifying various steps the children could take to become a full-fledged member. Our children liked the idea; consequently

the smaller children banded into a club called the "Robins" while the older ones organized a club and called themselves the "Eagles." They spent a great deal of time in making emblems for their meeting place and to place above their names in the hall. Many times references were made to the Robins and Eagles during the summer in play activities and each group would try to outdo the other in some project for being ready and seated first for lunch.

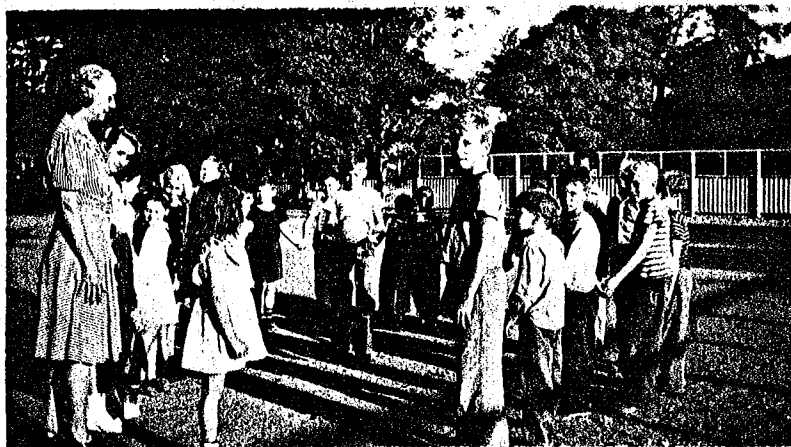
At 10:30 both groups were taken to the yard where Mrs. Hawkins supervised such activities as circle games, dodge ball, relay races, jump rope, cross-the-river and many others. I took the older group to another spot in the yard where we played dodge ball, kick-ball, baseball, red-light and green-light, cross-the-river, kick-the-can, hide-and-go-seek, volley ball, and other games. Neilson and Van Hagen's Manual of Physical Education Activities for the Elementary Schools of California proved to be a good source of games to play during this period.¹

At 11 A.M. the children were brought in for a craft period. All of the equipment we had in the library, girls' court and elsewhere was placed at their disposal. Certain days were selected for an activity such as clay-modeling and the whole group was directed in that work. At other times we allowed them to select their own activity which might include building a bird house, building a doll house or doll furniture.

¹ N.P. Neilson and Winifred Van Hagen, Manual of Physical Education Activities for the Elementary Schools of California



View showing boys enjoying a spirited dodge ball game. In the background can be noted a number of trees which abound on the playground affording a welcome relief of shade in the summer.



Scene showing Mrs. Hawkins organizing a dodge ball game. This is a good game to play when you want to use the whole group, both boys and girls.

decorating a doll house made out of orange crates, weaving with woollens or weaving bracelets with colored weaving thread, work with burning sets, etc. On occasions some child would bring his model airplane to school, and then there would be a run on model airplane-building. One time a boy brought his electric train and track set, and that started a craze for making locomotives. A perpetual interest with boys was the making of all types of guns, especially the automatic Tommy-gun. Girls got great enjoyment out of decorating and redecorating their play houses. We also showed movies once or twice a week to the children at this period. The films were obtained from the Stockton Junior College film library at no cost, since the School Department had a membership and the projector was also furnished by the School Department.

When 11:45 arrived the children were asked to place things in order and wash themselves for lunch. While they were doing this, the teachers set the table in preparation for lunch. Usually there were two or three girls who liked to help set the table and help the cook wash and dry the dishes, but we could not always count on this; so the chore was ours quite frequently. When everyone was seated in the hall, the boys on one side and the girls on the other, and all hands and faces were clean and all was quiet, they were permitted to pass into the kitchen single file and receive their food. One of us would help the cook fill the plates and each child would take his plate across the hall into the dining room.

The tables have already been set with a cup full of milk, fork and spoon. When all were seated they were allowed to eat. Mrs. Hawkins and I did not eat with the children but served them bread and refilled their cups with milk. We also served the dessert in due time. We urged the children to clean their plates. Frequently some child would slip across the street near lunch time, when this was strictly forbidden, and buy some candy or ice cream. This would of course take the edge off his appetite. We were especially strict with these children, seeing to it that they cleaned their plate. They were permitted to get "seconds" and "thirds" if they desired, but the food must be eaten if they did so. We urged the children to watch their manners and to converse in a moderate voice.

I have already described our method of taking dishes to the kitchen. A few older girls did not like to rest so we permitted them to remain downstairs if they helped the cook wash, dry, and put the dishes away. All of the children working in the kitchen were cautioned frequently about washing their hands before serving food, and all of those helping in this capacity were periodically inspected by the nurse for anything suspicious. No one with a cold was allowed to work.

At the outset we took the children to rest right after lunch, but we discovered that the milk soon went through their digestive systems necessitating many calls of nature soon after they had lain down to sleep. It was decided to have a relaxation period in the yard right after lunch for half

an hour then go to the lavatory and thence to rest. This worked much better, and it usually meant starting the rest period at about 1 P.M. and continuing it until 2:30.

Instead of rest on Wednesday, Mrs. Hawkins crowded all of the girls whose parents gave consent, into her car and took them over to Stribley Park for a swim. This is a good pool, drained every day and not over three feet deep at any part; so there was no danger of anyone drowning even if she could not swim. Miss Carter, our present seventh grade teacher, was the life-guard there; so everything was very satisfactory. The children were allowed to swim until 2 P.M. and then they dressed and were brought back, arriving about the same time the boys were getting up from rest.

The following day I took the boys to the pool. The children furnished their own bathing suits and towels and they certainly looked forward to this day with much pleasure. So much did they enjoy it that we intend to take the children to Stribley two days a week this summer if the parents consent.

The rest arrangements have been described before, mentioning that at present we are using the balcony in the auditorium. When school closes, however, we plan to bring the cots down to the main floor of the auditorium, for there is more room there and better ventilation.

After the rest period the children are instructed to go to the lavatory and then assemble in the basement preparatory to receiving their mid-afternoon refreshments. For a while we served tomato juice and crackers, but at this time, that is

out of the question because of the shortage of points. Either oranges, chocolate milk, or milk are served with a cracker or piece of toast. Occasionally grapefruit juice can be had and that is served.

All direction from this point on has to be handled by one teacher for the other has put in her day at 2:30. At this time and for the next half hour, one or four or five things may be done. There is a phonograph at one end of the basement hall which is often turned on with some march or dance music such as the "Shoemaker's Dance" and the children dance or march around. Other days the children gather around the phonograph and sing songs especially during the Christmas and Easter seasons. Often we gather in the kindergarten room across the hall and have either a story-telling period or discussion period in which everyone is encouraged to contribute.

One of the most successful activities at this time is the home talent show. About once a week this is put on and a small group is assigned each week to entertain the group and they are permitted to rehearse during the week to get ready. These performances are pretty crude sometimes, but the youngsters seem to enjoy them. When there is no play, members are called on to do something such as sing a song, dance, play the piano, recite a piece or do anything they care to.

This activity usually comes to an end about 3:30, at which time the children adjourn to the yard where older children play any game they wish while I supervise the younger children in games similar to those played in the morning.

Invariably differences occur in the games played by the older children when left alone, and consequently part of the time must be spent in straightening them out.

At 4 P. M. this supervised play is brought to a close, and the children are allowed to have a choice of continuing their play or working on individual crafts inside or reading, listening to the radio or phonograph. At 4:30 the parents begin to come for their children so from then until 6, I try to keep them close by, usually in the library playing quiet games or reading. At 5:30 we start tidying things up, closing the windows, turning off lights and furnace, collecting athletic equipment in the yard and preparing to lock up. If the parent has not arrived by 6, the doors are locked and we sit on the front steps awaiting the parents.

The foregoing pages will give the reader a fair picture of a day's activities at the Lafayette Extended-Care Center. We are often perplexed trying to find new things for the children to do. We would like to take them on more excursions, but this is out of the question with gas rationing. We did manage to take our whole brood to the Christmas Kiddie Show at the Fox California this winter. We would like to take them to the museum some day. I recently visited one of the day-care centers in Oakland and discovered that they take many excursions to zoos, parks, swimming pools and even to ranches out of town where the children may ride horses. They have school buses there, however, and put them to use. We have two buses in Stockton now, so perhaps we can do something like that this summer.

CHAPTER XII

RECORDS AND GENERAL INFORMATION

Not all of the time spent in the operation of a child care center is devoted to the actual care of the children. Time must be sandwiched in somewhere by the director to take care of great amounts of paper work, bookkeeping, payroll preparation, collection of fees, attendance records, special reports, first aid cases, errands and a dozen other things that come up. Since the Federal government is financing much of this program they want to be certain that funds are spent properly, and they demand that an adequate bookkeeping system be set up and funds accurately accounted for. Mrs. Hall at the Federal Child Care Office on Oak Street is hired as a full time employee to keep track of the finances, pay the salaries and bills and keep the various records needed to meet the government demands. Each center in turn must also keep complete records especially of applications, attendance, collection of fees, accident reports and the like. I believe the best way to describe some of the more important records is to insert an actual copy of the form giving a brief description of its use.

Before doing so I should like to show in full a special report which we were asked to assemble recently as to the employment of the parents of our children. The Federal office wanted us to take our enrollment and to designate the type of employment the father and mother or guardian were engaged in.

This report dated March 15, 1945, was of interest to me when it was boiled down to compact figures.¹

Recapitulation of Parents' Employment
Lafayette Day-Care
March 15, 1945

<u>Child</u>	<u>Father Employed</u>	<u>Mother Employed</u>
1. Arnold, John	Bellhop - Clark Hotel	Merle Norman Cosmetics
2. Barstow, Jack	Colberg's	Stockton Ordnance
3. Bjork, Gary	(separated)	Welder - Holt Bros.
4. Chew, Sidney	Stockton Ordnance	Stockton Ordnance
5. England, Billy	(separated)	Lerner's Shop
6. Ferderer, Lee	(separated)	Stockton Ordnance
7. Gillam, Mary	Santa Fe Roundhouse	Austin Bros.
8. Hunt, Gary	Ill - not working	Boston Lunch
9. Haskell, Lester	Ill - Bret Harte	Goodwill Industries
10. Hansen, Carl	Riverview Housing	Stockton Ordnance
11. Hooper, Jimmy	(separated)	Glick's Jewelry
12. Holybee, Ernestine	Stockton Ordnance	Stockton Ordnance
13. Jang, Wayne	Golden Gate Cafe	Victory Cafe
14. Jang, Conrad	"	"
15. Kinser, Carole	Navy	Pacific Greyhound
16. Kinser, Dennis	"	"
17. Kinser, Larry	"	"
18. LaPlant, Robert	Stockton Ordnance	Stockton Ordnance
19. Morenzone, Mary	Ets, Hokin & Galvin	Ets, Hokin & Galvin
20. Morenzone, Michael	"	"

¹

This data gathered from application forms on file at center.

<u>Child</u>	<u>Father Employed</u>	<u>Mother Employed</u>
21. Moreno, Antonio	(separated)	Lathrop Reconsignment
22. Miller, Darlene	(separated)	Stockton Dry Goods
23. Miller, Joseph	"	"
24. Onweiler, Rochelle	Navy	Stockton Ordnance
25. Payne, Gilbert	Clyde Wood's No. 2	Clyde Wood's No. 2
26. Rose, Shirley	(separated)	Pacific Gas & Elect. Co.
27. Reis, Paul	(deceased)	Stockton Ordnance
28. Sappenfield, Royce	Mail Clerk	Stockton Field
29. Jones, Audyne	(separated)	Stockton Ordnance
30. Jones, Marvin	"	"
31. Swank, Ardena	Army	Stockton Field
32. Smith, Charles	Lathrop Reconsign.	Lathrop Reconsignment
33. Smith, Alvin	"	"
34. Smith, Kathryn	"	"
35. Smith, Lawrence	Stockton Ordnance	Stockton Ordnance
36. Smith, Randolph	"	"
37. Townsend, Bonnie	Keep-Neat Clearner	Keep-Neat Cleaner
38. Tate, Donald	Merchant Marine	Colberg's
39. Wilder, Barbara	Army	Stockton Ordnance
40. Meagher, Donald	Pollock's	Hansel-Ortman Garage

Recapitulation of Mothers

Stockton Ordnance	11
Lathrop Reconsignment	2
Stockton Field	2
Shipyards	4
Stores	5
Restaurants	2
Miscellaneous	5

Recapitulation of Fathers

In service	5
Stockton Ordnance	4
Lathrop Reconsignment	1
Shipyards	5
Miscellaneous	7

Husband and wife separated-
 Wife caring for children - - - - 7

Husband deceased or ill-
 Wife caring for children - - - - 3

Another report desired by the office requested the number of children at the various age levels. The following figures are as of April 14, 1945:¹

6 years -	11
7 years -	7
8 years -	8
9 years -	10
10 years -	<u>6</u>
	42

Herewith are some of the principal forms used at the Lafayette Day-Care Center with a comment about each:

¹ This data gathered from application forms on file at center.

APPLICATION
For Admission To
SCHOOL-AGE CHILD-CARE CENTERS
Stockton Unified School District

120

I wish to enter the children listed below (ages 5 plus to 16) in a day-care center, so they will receive good care and training while I am at work at _____.

I will arrange for a medical examination at the San Joaquin Local Health Center for my child, and I agree to his being immunized against smallpox, diphtheria and whooping cough. (This applies only to children new in the Stockton Schools).

I will try to keep in touch with the teachers and cooperate with the school in every possible way so that we may work together for my child's development and happiness both in school and at home.

I agree to pay the fee of ^{30¢}~~50¢~~ per day for a six-day week, for this school care, by the week or month in advance.

Date Signed

Phone Address

Child's Name Age Name Age

Father's work (where he can be reached) Hours

Mother's work (where she can be reached) Hours

Time child will be brought Called for

What to do in case of colds and illness

(This form is fairly adequate although it does leave out a space designating the birth date of each child, the fathers name and the name of the center. This forms is for extended care children only)

Parents' Comments

Do not write below line

U.S.E.S.	M.D.	Immun.	Int.	Adm.	School

APPLICATION FOR ADMISSION TO NURSERY SCHOOL

I wish to enter my child in a nursery school (ages 2-5), so that he will receive good care and training while I am at work at _____.

I will arrange for a medical examination at the San Joaquin Local Health Center for my child, and I agree to his being immunized against smallpox, diphtheria and whooping cough.

I will try to keep in touch with the teachers and cooperate with the school in every possible way so that we may work together for my child's development and happiness both in school and at home.

I agree to pay the fee of \$1.00 per day for nursery school care, by the week or month in advance.

Date _____ Signed _____

Phone _____ Address _____

Child's Name _____ Age _____ Name _____ Age _____

Father's work (where he can be reached) _____ Hours _____

Mother's work (where she can be reached) _____ Hours _____

Time child will be brought _____ Called for _____ Sundays? _____

What to do in case of colds and illness _____

(This form is made for nursery applicants but also fails to provide a space for the child's birth date, name of father and name of center.)

Parents' comments _____

Do not write below line

U.S.E.S.	M.D.	Immun.	Int.	Adm.	School

Child Care and Recreation
PUPIL ATTENDANCE REPORT

Name of Center _____

Month of _____ 122 194 _____

CHILD CARE PUPILS

Note: ☒ = Present ☐ = Att. a.m. ☒ = Att. p.m. ☐ = Absent ☒ = Not in session (Holidays)

Fill in dates below

Pupil's Name	Boy	Girl	Feb 2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Total
(Example)		✓	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	16
Arnold, John			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	

(This is the attendance sheet used both in the nursery and extended care. This form is not very satisfactory for a number of reasons. The following recommendations are made for its improvement:

1. It should be made on a better grade of paper because it has to be handled considerably and this paper soon becomes worn.
2. The spaces are too small. The paper could be turned lengthwise, the spaces made larger and extra spaces inserted to record the collection date of the fee.
3. Instead of putting "x's" when children are present it would be better to follow the Calif. school register and place absences only, drawing lines when not enrolled.

TOTALS

No. individuals enrolled during Mo. ____ . No. Days Open ____ A.D.A. ____

RECREATION (Estimate daily. Include day-care pupils)

Total
Pupil
Days

(Example)

2500

2150

Average pupils per day

Director

Approved by: _____

123

Total Collected

Signed _____

Signed _____

July 2, 1943

Month of _____ 19____ . Due 5th of month following.

TOTALS

Director's Signature _____

Approved by _____

SALARY REPORT

Federal Child Care Centers

Child Care Form #7B Revised Dec. 1, 1944.

Name of Center _____
Month Of _____

[illegible]

(When re creation and child care reports are both made on this form, put child care report at top of page, re creation at bottom of page, and clearly label each.)

Head teacher or
director of center
Approved by

Child Care Center

SAFETY PRECAUTION RECORD

127

Child Care Center

Stockton City Schools

[illegible]

As the months have progressed certain problems have presented themselves, necessitating a ruling from the central office. Miss Burrows and Miss Bowman have issued a series of bulletins which deal with things that are vital in the operation of a child-care center. Therefore the writer has inserted some of the more important ones along with other memoranda, announcements, permits and the like in the appendix.

In response to a letter I wrote to Mrs. Florence Kerr, Assistant to the Administrator Director, War Public Services of Federal Works Agency in Washington, D. C., she informed me of a few of the well-developed day-care programs throughout the nation, enumerating the following: Macon, Georgia; Greenville, South Carolina; Greensboro, North Carolina; Hamilton, Ohio; Detroit, Michigan; Illiopolis, Illinois; Kansas City, Missouri; Minneapolis, Minnesota; Oklahoma City, Oklahoma; New Orleans, Louisiana; Pascagoula, Mississippi; Jacksonville, Florida; Los Angeles, California; Vanport, Oregon; Vancouver, Washington; Des Moines, Iowa; Omaha, Nebraska; Indianapolis, Indiana; New Haven, Connecticut; Knoxville, Tennessee; Richmond, California; Berkeley, California; and Vallejo, California.

I spent a whole day visiting some of the Richmond centers and profited a great deal from what I saw there. Mrs. Boucher, the director, was very gracious in providing me with an itinerary enabling me to cover a great deal of territory in a short time. They serve 1070 children in 30 centers,

meeting all kinds of situations such as keeping one of the centers open twenty-four hours a day to take care of the swing-shifters. Another nursery has been built in the midst of a huge trailer camp while others are scattered where they are needed most. I have already described another nursery center in which four units have been built.

Oakland's Federal Child-Care program is under the direction of Mrs. L. Chase, and they are serving 1500 children in 17 nurseries and 16 extended-care centers. Nearly all of their units are housed in school buildings because of the generous co-operation of the Oakland School Department. Courses in nursery and extended-care training are given in nearby Mills College to provide a reservoir of teachers for this important work. Many Stockton day-care people have motored over there after work to take these courses - some of them being Mrs. Herring, Miss Bowman, Miss Burrows, Mrs. Stewart, and others.

CHAPTER XIII

CONCLUSION AND RECOMMENDATIONS

Two years of work in a child-care center would give one a fine opportunity to determine the merits and objections to the nursery school idea. Few people will question the value of the nursery school during the present war emergency, but many do not agree that once the war is won, the two-year old should continue to go to nursery school. The splendid service the many child-care centers throughout the nation have given has unquestionably aided the war effort. They have made it possible for many mothers who have been left stranded by the loss of the bread-winner to gain a livelihood and still provide a decent life for her children. Again in crowded industrial communities where the government has urged both parents to work, the day-care center has stepped in to meet an urgent need by providing children with attractive surroundings, sympathetic care, good food, needed rest and proper recreation.

But what of the nursery idea when the war is over? Arguments can be presented for and against the idea. On the affirmative side of the question the following arguments can be offered to substantiate its continuance:

1. One of the tragic things which is bound to occur is that some of the husbands and fathers are not going to come back after this war. The young mother will be left alone with a child or two to provide for. The insurance she will obtain and the help from relatives will help some no doubt, but

if she has pride she will want to make her own way. If child care centers are provided, either through State or Federal support, this mother will be able to leave her children in good care while she can obtain work which will relieve some of the tension, anxiety, and uncertainty in the future, placing her in a more happy and peaceful frame of mind.

2. Likewise the war has worked a hardship on the lives of many middle-class families or those commonly known as the "white collared" class whose incomes have not materially increased but whose expenses have increased enormously. These families may find it imperative that both the husband and wife find employment in order to make ends meet and to accumulate a little nest egg for the post-war years. Here again the nursery school would meet the need by providing a respectable place for the children to be left while the parents are working. No doubt other situations of one type or another might arise where the family would find it necessary for some agency to take care of the children for a whole or part of the day. For these reasons the day-care center would be urgently needed.

3. Even in normal times the nursery school would be advantageous. Few people will disagree with the belief that a child should remain continuously in parental care until two years. At that age, however, he commences to run, jump, push, pull, explore, climb, and tear apart everything he comes in contact with. At that age children are in grave danger of boiling water, radiators, high places, sharp things, and

the like and for that reason must be confined to a limited space and watched closely. Most of these dangers do not exist in a well-planned nursery school. Designed to serve the child's needs and desires, and scaled to his size and strength, it offers special, large and expensive equipment not usually available at home. The child has safe opportunities to learn muscular control through spontaneous activities.

4. The child placed in a nursery also has the companionship of children his own age. Since families today are smaller than they used to be, a nursery school provides the important group experience which formerly came naturally in large families. The two-year old learns to know what it means to "take turns", and at school, playing and working with his equals and under the guidance of experienced teachers who are sympathetic but not inclined to coddle - he learns to adjust to the give-and-take world of his associates. A child constantly in the care of a doting mother, and watching and waiting for her approval, often wheedles attention from her by showing off. In the nursery school, on the other hand, he concentrates more on what he is doing than he does on winning adult praise, consequently he develops into a more desirable person, better adjusted to meet the situations of life.

5. Every mother needs some time away from her child. A respectable place should be provided where the mother could, with dignity, leave her young child without bringing

down criticism on her head. On her home job twenty-four hours a day, she can hardly help being tired and bored and cross, and this strain quite frequently affects the child's behavior permanently. His attendance at nursery school frees the mother for part of the day so she can do other necessary work or perhaps relax with free mind, knowing that her children are well cared for. Relieved from exacting responsibilities for a part of the time the mother can take better care of her children and really enjoy them for the remaining time. No one can deny that any child needs the influence of a loving mother and father. However, the young child out of home a few hours a day is not rejected by his mother or removed from her influence. It is the quality, not the quantity of the mother-child relationship that counts. Good nursery schools are not substitutes for homes, but extensions of them and a well-run nursery or children's center is able to give real assistance to parents in handling of their children. For that reason they should be available to all at a reasonable price even in normal times.

Here are some arguments to support the belief that nursery schools have no place in the American way of life:

1. Americans pride themselves in the belief that the home is the basis and strength of our country. They frown on foreign systems wherein the state exercises great influence and control over the every-day life of the family. They feel that if our children are to grow up to be emotionally healthy citizens, molded by democratic ideals and tra-

ditions, they must spend their first four or five years at home. They shudder at the terrible situation that exists in Germany at present, where a whole generation of children have been indoctrinated with that cold indifference toward the sanctity of the home and the tremendous task that confronts the United Nations to correct it.

2. They might argue that helping mother wipe dishes, peel potatoes, and do many other household chores would develop just as much manual dexterity as working with the very best pegs, marbles, and matching rings.

3. As for other children to play with, enterprising mothers could easily arrange group play by taking turns at looking after each other's children. Then of course there are the inevitable round of birthday parties where children get together to show off, eat ice cream, and get their Sunday clothes dirty.

4. As to the dangers from bumps, cuts, burns, and falls, one might say that in life one must learn to take care of oneself. Chances for exposure and contracting of communicable diseases are greatly increased when children are brought together in large numbers.

5. They feel that the mother must be a full-time mother for the child needs his mother for normal emotional growth and learns through imitating her and must not feel afraid or rebuffed by the person who should exercise more influence on the child than anyone else. A mother needs to be close

to her child if she wants complete and normal emotional satisfaction. In other words the people on this side of the argument feel that the problems solved by nurseries are the exception to the rule and that generally speaking, the family unit is better for the child, parents, and society.

After reviewing these arguments one must come to the conclusion that there will be, for a long time to come, enough deserving cases to warrant the continuance of the nursery school program. Possibly the program might best be financed by the State and County similar to our school support instead of the Federal government. The nursery program should in some way be dovetailed into the public school system, although it is not advisable for nursery school plants to be placed in the ordinary, conventional school building. A special building such as the Kitty Munford nursery here in Stockton might be the answer. Regular school teachers might be called in to do part-time work on Saturdays and during the summer months, but it would be necessary to staff the centers with full-time, specially trained nursery teachers who would make this their life work.

A sliding scale of fees might be worked out, based on ability to pay, possibly giving service to some needy families at no cost at all. No doubt there are many cases everywhere where young children would be much better off in the care of a nursery than at home in conditions resembling a pig sty.

In connection with the extended care program - that is, the regular school age children from $5\frac{1}{2}$ to 16, I should like

to emphasize what I have previously said about this program. Supervision, leadership, facilities, and equipment should be provided at most of the schools to take care of children who wish to remain at the school or on the playground after school. A very desirable set-up would be the plan that Mr. Hill of the Stockton School Department has drawn up for the proposed Elmwood School. The building is so planned that parts of it can be used after school, during the evenings, on Saturdays, and during the summer vacation. A library is located at the front of the building and can be used without entering the other part of the building. A large play room with stage is accessible to such organizations as the Scouts, Campfire Girls, Brownies, etc. Nearby is a kitchen and dining room which could be used in connection with the large play room for dances and evening affairs. Back of the building is a huge playing field equipped with macadamed basketball, volley ball, handball courts as well as a large turf field where four baseball diamonds and a football field could be laid out. In the future a swimming pool could conceivably be placed on the grounds.

To operate this extensive after-school, evening, and summer program, the Recreation department and the School department should work together to provide full-time workers where needed, supplemented by part-time help in the library, kitchen, play room, and yard. In the present school buildings and yards the program could be carried on in a modified way providing for part-time adult supervision in order that parents

might feel safe in allowing their children to remain at school until they could call for them. No doubt many teachers could be persuaded to take on extra work provided they were reimbursed for it. Enough parents might be interested during the summer months to make it pay to open the cafeteria. It might even be advisable to continue the present extended-care program, substituting State and County support for Federal support. School buildings should not be closed at four and remain closed until eight the next morning, nor should such an expensive plant remain idle all summer. The buildings and grounds should be made attractive enough with interesting activities and capable leadership to draw the whole neighborhood to it just as a shady park with expansive lawn draws people to it in the heat of a Sunday afternoon or the cool of the evening.

Of course this program would cost quite a bit of money and would no doubt boost the tax rate, but is it not more desirable to spend money in this manner to create a nation of healthy, happy, and well-balanced people than to spend great sums for asylums, detention homes, prisons, and the like? What a pity the \$14,000,000,000 the nation is asked to lend for war could not instead be used in projects of this kind! Much is being said about living war memorials at present. Wouldn't it be wonderful if the \$100,000,000 that is spent to construct an aircraft carrier, which could be sunk in short notice, should be spread around the nation for true lasting memorials which would increase the happiness of our people and not add to their misery?

During his association with day-care work the writer has collected a large amount of worth while supplementary material in connection with the operation of a child-care program. While visiting the Federal Child-Care organizations in Richmond and Oakland, the writer collected a number of forms dealing with attendance, health, enrollment, menus, as well as bulletins, notices and other miscellaneous items. The author feels that this material is of sufficient value to warrant examination so he is placing some of it in the "appendix" with proper notation as to its source.

BIBLIOGRAPHY

- Alschuler, Rose H., Children's Centers, New York, William Morrow, (c1942).
- Breckenridge, Marian E. and E. Lee Vincent, Child Development, Physical and Psychological Growth Through the School Years, New York, W. B. Saunders, (c1943).
- Danziger, Juliet, What Are Child Centers, Parent's Magazine, p. 20-22 (August 1944).
- Davis, Mary Dabney, Nursery Schools, Their Development and Current Practices in the United States, U. S. Office of Education, Bulletin No. 9, 1932.
- Fedeevsky, Vera and Patsy Smith Hill, Nursery School and Parent Education in Soviet Russia, E. P. Dutton (c1936).
- Federal Grants-in-Aid, Boon or Menace to the States, Citizens National Committee, Washington, 1941.
- Federal Works Agency, War Public Services Letter No. 8, (Revision No. 2) and Letter No. 2 (Revision No. 1) dated December 13, 1943, letters deal with how to go about obtaining Lanham funds.
- Foster, Josephine C. and Marion L. Mattson, Nursery School Education, New York, D. Appleton-Century (c1939).
- Fourth Annual Report - Federal Works Agency, Washington, 1943.
- Hurlock, Elizabeth B., Child Development, I, McGraw-Hill, (c1942).
- Keatinge, M. W., The Great Didactic of John Amos Comenius, Translated into English and Edited with Biographical, Historical and Critical Introductions, 2nd ed., Adam and Charles Black, London, 1910.
- Kerr, Mrs Florence, Ass't to the Administrator Director, War Public Services, Federal Works Agency, Personal letter to author dated Sept. 24, 1944.
- Lundberg, Emma O. "A Community Program of Day Care for Children of Mothers Employed in Defense Areas", The Child, monthly bulletin published by U. S. Department of Labor, Children's Bureau (Jan. 1942).

Monroe, Paul, A Text-Book in the History of Education, New York, Macmillan, 1938.

Neilson, N. P. and Winifred Van Hagen, Manual of Physical Education Activities for Elementary Schools of California, Calif. State Printing Office (c1929).

Updegraff, Ruth, Practice in Preschool Education, New York, McGraw-Hill, (c1938).

U. S. House of Representatives, Hearings before the Subcommittee of the Committee on Appropriations, First Deficiency Appropriation Bill of 1944, testimony of Mrs Florence Kerr, 78th Congress, 2nd Sess.

U. S. House of Representatives, Hearings before the Committee on Public Buildings and Grounds on the Amendment of Title II of "An Act to Expedite the Provision of Housing in Connection with National Defense", testimony of Mrs Florence Kerr, 78th Congress, 1st Sess, June 3, 1943.

Wiener, Minnie, Pamphlet on Lanham Act as ammended to July 15, 1943, Librarian of Law Library, Office of General Counsel, F.W.A., Washington, July 1943.

APPENDIX

Eating Procedures¹

Noon Meal

The Child

1. Seats self at table.
2. Waits (2 yr. olds) for teacher to place bib on.
3. Older children adjust napkins.
4. Begins eating without waiting for others.
5. When he has finished main course (teacher checks on this) may take plate to serving-table and get milk-pitcher and glass, then dessert. (May pour milk himself, at table)
6. Upon finishing meal, wipes his mouth.
7. Places remaining dishes on serving table. Disposes of napkin.
8. Goes directly to toilet, (walks).

The Teacher

1. One teacher at least sits at one table; or two teachers at long or large table.
2. Teacher sits still as much as possible, asking children to come to her for help.
3. Shows any new child exactly what he needs to do.
4. Tells each child when it is his turn to go to serving table for food. (Avoids letting too many gather there at a time)
5. Helps with placement of bibs and napkins.
6. Mashes or cuts food when necessary.
7. Checks to see that serving is amount child usually eats.
8. Teaches child to drink slowly.
9. Asks child whether he wishes second serving.
10. By example and suggestion encourages child to eat. Avoids urging too much. Says to child, "Eat your dinner," firmly, giving the impression that it is expected.
11. Give as few directions as possible.

¹ Procedures furnished by Miss Bowman for nurseries.

The ChildThe Teacher

12. Tends to the business of eating, avoiding much discussion of food and general conversation. (Occasional praise where desirable, sufficient to stimulate better habits)

Morning and Mid-Afternoon
RefreshmentsThe ChildThe Teacher

- | | |
|---|--|
| <ol style="list-style-type: none">1. Sits at table to drink juice or milk.2. Takes toast or crackers <u>only</u> when passed.3. Wipes mouth.4. Returns empty glass to tray.5. Disposes of napkin. | <ol style="list-style-type: none">1. Sees that children remain seated when drinking and eating.2. Helps child wipe up spilled juice or milk without comment, and refills cup or glass.3. Passes crackers or toast, or may choose older child to do this. |
|---|--|

1
Sleep-room Directions

The Child

1. Goes to cot.
2. Removes outer garments.
3. Removes shoes, perhaps stockings also.
4. Lies on cot, pulling up covers.
5. As indicated by teacher, later gets up.
6. Puts on clothing and shoes and stockings.
7. Folds blanket, straightens bed.
8. Goes quietly to bathroom.
9. Washes; combs hair.

The Teacher

1. Encourage child to follow through procedure independently.
2. Does not refuse help when necessary however.
3. Checks on temperature (58 or 60 degrees if possible) and on light.
4. Speaks to children in whisper.
5. Moves as quietly as possible.
6. Sees that child is well-covered.
7. Sees that no draft blows directly on head.
8. Helps children who are restless or noisy to become quiet.
9. Says: "You must rest quietly now; you may talk to Bobby when you get up" or "Now it is time to be quiet" or "See how quiet you can be."

¹Directions furnished by Miss Bowman to nurseries

General Directions for Nursery¹

If there is a lull, or if children do not arrive too early, teachers "A" and "B" together will move outdoor equipment on to playground. This work may be done in an emergency by the maintenance man if he is on hand, or by the housekeeper.

General:

Head teacher will collect fees each Monday morning, giving receipt to parent. (\$3.00 for each child per week, payable in advance)

Head teacher gives money to secretary or supervisor with statement of account.

Head teacher sees that bills and items of importance reach secretary, who will pass them on to the supervisor.

Head teacher will see that instructions are posted for teachers and will arrange for frequent conferences.

Head teacher will see that parents receive necessary bulletins and announcements.

Teachers arrange to distribute among themselves responsibility for the following:

1. Keeping on hand supply of cut napkins for mid-morning and mid-afternoon lunch.
2. Reporting shortage of materials of any description to secretary.
3. Recording necessary information on forms supplied for eating, sleeping, and toileting --- and transferring such information to forms posted on parents' bulletin board.
4. Depositing in proper lockers clothing brought by parent in morning, and giving to parent soiled clothing when departing.
5. Checking on toys, to be sure parts are all there, puzzles, color tower, peg-boards, etc.
6. Noting need for repair of equipment generally.
7. Washing paint jars and brushes, clay-boards, clay table, etc.

¹General instructions and directions supplied by Miss Bowman.

8. Cleaning and replacing dishes used for mid-after-noon lunch.
9. Report illness and accidents to head teacher who will in turn relay to supervisor.

Each teacher must make a point of referring to bulletin board as soon as she arrives. She should be on the lookout for special information to be found in small file-box.

Note: Housekeeping Aide will do occasional laundry (sheets, bibs, smocks, wash-cloths, towels)

She will wash finger marks and soil from chairs, tables, floors, walls, and woodwork.

She will disinfect toilet-seats frequently, clean basins and bowls.

She will care for plants.

CHILD CARE PROGRAM

BULLETIN # 1. June 21, 1943

147
150

ITEM 1. THE USE OF BULK MILK

A. Milk Storage

Milk cans should be delivered to a closed or covered storage space, and should not be handled by any person other than the adult entrusted by the Director with the distribution of the milk. This is a mandatory provision and must be observed.

B. MILK DISTRIBUTION

The person entrusted with the task of distribution shall be impressed by the Director with the nature of milk as a bacteria carrier and breeder. The server should be provided with a long, clean, apron and a cloth should be tied about her hair. Her hands must be thoroughly cleansed before she starts to serve.

She only, should pour all milk from the containers to the pitchers and from the pitchers to the cups or glasses. She only, should return excess milk to the container it is to be kept in.

C. CARE OF PITCHERS, CUPS AND GLASSES

The dishwasher should be impressed with the need to sterilize all pitchers and all drinking receptacles. Only a clean dish towel that has not been used since laundrying, should be used to dry these utensils, and upon drying, all should be stored in a closed or covered space.

ITEM 2. THE CARE OF FOOD

A. PRESERVATION

As food is scarce all food should be carefully preserved. Food should be prepared and put away by adults only. Sanitary standards should be meticulously maintained. Under no circumstances should food of doubtful condition be served. Purchase perishables in small quantities and try and use same quickly.

B. CHILDREN AND FOOD

In general each child should be treated equally at meal or refreshment time. Under no circumstances should children have access to the food supply. All children should wash carefully before lunch. Hair should be combed.

Signed

Carrie E. Bowman
Director Child Care Centers

Approved by: Andrew P. Hill
Deputy Superintendent

CHILD CARE PROGRAM

Bulletin #13

October 30, 1943

As the cold weather approaches there is need for additional warmth when children rest. We are wondering if parents have padding which can be placed on cots; and if they would be willing to let us use it.

Then, too, children have so much outer clothing these days that it becomes increasingly difficult to tell wraps apart. We would appreciate it greatly if they could be marked in some way so as to indicate ownership.

We thank everyone for the wonderful co-operation we've always had; we realize what busy times these are for all.

Carrie E. Bowman, Director
Federal Child Care Project

SCHOOL SERVICES FOR THE CHILDREN
OF WORKING MOTHERS

149
154

Stockton Unified School District Aided By
Federal Support (Project California 4-M-266).

EVERY PARENT KNOWS that children must have proper exercise, food and rest to assure strong bodies, happy dispositions and alert minds. The care and training children receive today largely determines these things.

EVERY WORKING MOTHER KNOWS that she cannot work efficiently if she is worrying about her children. She also knows that her hours at home can be pleasant and enjoyable only when her children have been well cared for and are happy and contented when she receives them.

SINCE MOTHERS MUST WORK, due to the war emergency, the Stockton Unified School District has set up Child Care Centers; seven in all. These are a community enterprise and have been established at the request of a Community Committee on Child Care.

OUR CHILD CARE PROGRAM serves children 2 to 5+ years of age in Nursery Schools, and children 5+ to 16 years of age in Child Care Centers. These are located as follows:

Nursery Schools

Oak Street Nursery School	17 E. Oak Street
Main Street Nursery School	2198 E. Main Street
Lafayette School Nursery	Corner American & Church Streets

Child Care Centers

El Dorado School Center	Corner Pacific Ave. and Harding Way
Fair Oaks School Center	Corner E. Main and "C" Streets
Jefferson School Center	Corner Sierra Nevada and Lindsay Streets
Lafayette School Center	Corner American and Church Streets

THESE CENTERS ARE OPEN from 6:30 a.m., until 6:00 or later in the afternoon for all days of the week excepting Sunday. They will be open winter and summer for as long a time as there are children who need care, but not to exceed a reasonable time after the termination of the war.

THE MEDICAL STAFF of the San Joaquin Local Health District examines all our employees, all nursery school children, and children in child care centers as their inspectors recommend. All children are inspected daily by a public health nurse or a teacher especially trained for the work. Parents must agree to the immunization of their children as the health department doctors may recommend.

GOOD FOOD is provided for all children. Fruit juices or milk are given at mid-morning and mid-afternoon. A hot, home-cooked meal, prepared in accord with the recommendation of a trained dietitian, is served each child at noontime.

THE PROGRAM DEVELOPS PROPER HABITS AND ATTITUDES in children. They learn to take responsibilities suitable to their ages. They learn to eat healthy nutritious food. They become able to play with other children.

HEALTHY EXERCISE is provided for all children. They lead an active, happy life with children of their own age. Play space, both indoor and out, together with toys, apparatus, and supplies suitable to their ages, are provided.

EDUCATIONAL ACTIVITIES, adjusted to the ages of the pupils are provided. These consist of guidance, music, story-telling, recreational reading, art work, folk dancing, craft work, shop work, drama, visual education and nature study. The city library furnishes books to each of the centers. An occasional excursion, picnic, or visit is held, and swimming is available for older pupils. The Junior Red Cross, cooperating with this program, provides opportunity for older pupils to help directly in the war effort by the production of needed materials.

REST as well as activity is needed by the normal child. Our little children have their nap daily, after lunch, and other rest periods as may be needed. Older children have quiet activities to balance the more strenuous ones.

EQUIPMENT appropriate for the activities planned is furnished for these centers. Dishes, stoves, refrigeration, utensils, tables, benches, etc., are furnished for meals. Toys, sandboxes, slides, blocks, balls, indoor games, athletic equipment, craft tools, work benches, art materials, phonographs, pianos, books, educational films and film projectors are provided.

OUR HOUSING consists, in the main, of ground floor rooms which are cool in summer and properly heated in winter. Our play areas are adequate, and in most cases, properly fenced. Parents are cordially invited to inspect our facilities.

THE TEACHERS have been carefully selected for their training and ability. Each center has a director or head teacher. All are certified for the work they are doing. All have taken, and many are continuing to take, special training for this work.

FEES. The Federal Government feels that child care is a local as well as a Federal responsibility. They propose that financial support come from three sources:

1. A Federal Grant or subvention.
2. Contributions from societies or business firms.
3. Fees to be charged working mothers.

The fees approved for our project are:

Nursery School 80¢ per day. School age Centers 50¢ per day.

CHILD CARE is necessary to victory. The preservation of our children as normal healthy individuals is a front-line defense. The war taught England to make the care of children a first demand on both material and man-power.

CHILD CARE is not just "tending" children. It is our obligation to see that children continue to develop in a wholesome way. We cannot claim that victory has been attained if our success has jeopardized the worth of our future citizenry.

School Services for the Children
of Working Mothers

151
156

FOR INFORMATION

Inquire at any Child Care or Nursery School Center

or write or call on

Carrie E. Bowman

Director of Child Care Centers

17 E. Oak Street, Stockton, California

The following leaflets are available upon request:

1. How to register children.
2. Brief description of Child Care Programs.

FEDERAL CHILD CARE PROJECT
Stockton Unified School District
Beatrice Burrows, Director
Telephone 2-6401

NURSERY SCHOOLS

For children two to five and one half years of age.

Hours: 6:30 A.M. to 6:30 P.M.

Fee: \$3.00 per week.

- | | |
|---|--|
| 1. Oak Street Nursery School
17 East Oak Street
Telephone 2-6401 | 2. Lafayette Nursery School
South American & Church
Telephone 6-6474 |
| 3. Main Street Nursery School
2198 East Main Street
Telephone 2-0830 | 4. Munford Nursery School
1950 East Sonora
Telephone 3-0955 |
| 5. Riverview Nursery School
Riverview Housing, Unit #62
Telephone 9-9724 - Ext. 7 | |

SCHOOL AGE CENTERS

For children five and one half to sixteen years of age.

Hours: 6:30 A.M. to 6:00 P.M.

Fee: \$1.80 per week.

- | | |
|--|---|
| 1. El Dorado Day Care Center
Pacific Ave. & Harding Way
Telephone 2-2548 | 2. Fair Oaks Day Care Center
Corner E. Main & "G" Sts.
Telephone 4-4193 |
| 3. Lafayette Day Care Center
Cor. American & Church
Telephone 6-6474 | |

August 29, 1944

Dear Parents:

On Saturday afternoon, September 2, the cafeteria kitchen at Lafayette School is to be cleaned and fumigated in preparation for the opening of school. Since it is not advisable to have children in the building because of fumes it will be necessary for us to take the nursery school and day-care children to the Main Street Nursery and the Fair Oaks School for that day.

It would help if some parents would find it possible to take children directly to those centers just for that day. Any who need transportation are to be left at Lafayette as usual and will be taken over in cars. They will be returned to Lafayette at 5:00 P.M. Parents who wish to call for their children before that hour must go directly to the other centers.

The Fair Oaks School is at the corner of East Main and "O" Streets, telephone 4-4193. The Main St. Nursery is at 2198 East Main Street, telephone 2-0830.

Sincerely,

Beatrice Burrows

Beatrice Burrows, Director
Federal Child Care Project

Stockton, California
Feb. 12, 1945.

Dear Parents:

Each director in a Day Care Center has been requested to require that all children in the Day Care Program remain at the center until such times as the parents call for the children or instruct the director to regularly release them.

If any parent wishes his child to leave a center at other than the usual time a note to that effect from the parent is essential. However, when a child leaves early by special request he becomes the responsibility of the parent for the remainder of that day. A child leaving early will not be readmitted to the Day Care Program until the following day.

Sincerely,

Beatrice Burrows

Beatrice Burrows, Director
Federal Child Care Project.

Approved by:
Andrew P. Hill, Superintendent
Stockton Unified School District.

HEALTH PROVISIONS

1. Cleanliness in the school must be of the order of hospital cleanness.
2. Today's dirt is understandable but not yesterday's.
3. Temporary disorder due to use is not to be confused with untidiness that is habitual.
4. Good nursery school procedure includes opportunity for needed rest, for individual as well as group activity.
5. Broken toys and litter, toys and books left lying on the floor ready to be stepped on are wasteful and conducive to accident and create a sense of confusion that stimulates excited and quarrelsome behavior.
6. Wash basins, toilet seats, toilets, and the floor around toilets must be washed daily with soap and water.
7. Rooms must be well-ventilated. It is not easy to manage this and at the same time avoid drafts. The well-known "school-room odor" is particularly offensive in a nursery school. It is possible to put on sweaters and overalls and have fresh air.
8. Over-heating of rooms is as undesirable as underheating. Temperature should be regulated according to a thermometer hanging freely at the child's level, i.e., near a wall at a height of three feet.
9. Children need to be taught to drink water during the day.
10. It goes without saying that Health Department Regulations must be strictly observed.
11. Every staff member must pass a rigorous medical examination that shows her general health to be good and that she is free from communicable disease, especially tuberculosis.
12. Each morning every child should be carefully inspected for indications of good health as well as signs of cold or incipient illness.
13. Each teacher must be alert to note changes in mood or any other sign of onset of illness.

July 19, 1944

156
164

Mrs. Meek of the Regional Office in Berkeley has just been here and we have arranged for a transfer from one segregation to the equipment fund since we had overstepped the latter. This is the second time this has been necessary and means that we will need to care for whatever we have and also avoid purchasing more. We believe all centers are well situated so far as larger equipment goes. Things which have not been supplied in the recent past and probably will not be because of expense and also because of difficulty in securing them are:

Balls	Dolls
Books	Doll Furniture
Puzzles	Doll Buggies
Toys of various types	Wagons
Musical Instruments	Brushes
Records	Nails (& tools)
Scissors	

Some of our teachers are already co-operating very well:

They are making scrap-books.
They are sewing and stuffing dolls.
They are making oil cloth animals.
They are substituting bean-bags for balls.
They are endeavoring to prevent waste and breakage and are quick to repair damage so materials slightly harmed will not prove a total loss.

(Incidentally they are establishing better habits in the children as they urge them to be more considerate of school property).

Anything in the metal line is difficult to secure--kitchen utensils especially so, to our regret. Paper also is more scarce; we are almost out of napkins, cups and kleenex.

Some foods are causing us concern:

Jello
Tapioca (may need to substitute cornstarch pudding)
Fruit -- fresh fruit not very good (much waste) and we've been unable to get sufficient points for canned fruit.
Vegetables seem to present a problem.

MENUS FOR CHILD-CARE CENTERS
September 18-23

157

Monday

Mid-Morning Milk & Graham Crackers

Noon Potato Souffle
String Beans Carrot Sticks
W. W. Toast Milk
Choc. Pudding with eggs.
Mid-Afternoon Juice and Toast Strips

Tuesday

Mid-Morning Milk & Graham Crackers

Noon Creamed Eggs
Zucchini Sliced Tomatoes
W. W. Toast Milk
Applesauce
Mid-Afternoon Juice and Toast Strips

Wednesday

Mid-Morning Milk & Graham Crackers

Noon Macaroni with Meat Sauce
Buttered Carrots Apple-Cabbage Salad
W. W. Toast Milk
Canteloupe
Mid-Afternoon Juice & Toast Strips

Thursday

Mid-Morning Milk & Graham Crackers

Noon Scalloped Potatoes
Fresh Buttered Beets Shr. Lettuce
W. W. Toast Milk
Floating Island Pudding
Mid-Afternoon Juice and Toast Strips

Friday

Mid-Morning Milk & Graham Crackers

Noon Creamed Fish
Baked Potatoes Carrot Sticks or Shr. Carrot
W. W. Toast Milk
Seedless Grapes
Mid-Afternoon Juice and Toast Strips

Saturday

Mid-Morning Milk & Graham Crackers

Noon Meat Loaf
Cabbage Salad Mashed Potatoes
W. W. Toast Milk
Jello
Mid-Afternoon Juice & Toast Strips

	Receipt
Date	Number

Amt.
Paid

Check or
Cash

Period Pay
Covers

M.

T.

W.

Th

F

Sat.

Sun.

Center

Pupil's
Name _____ Address _____ Phone _____

Age _____ Date of Birth _____ Sex: M _____ F _____ Nationality _____

Date of
Entrance _____ Height _____ Weight _____

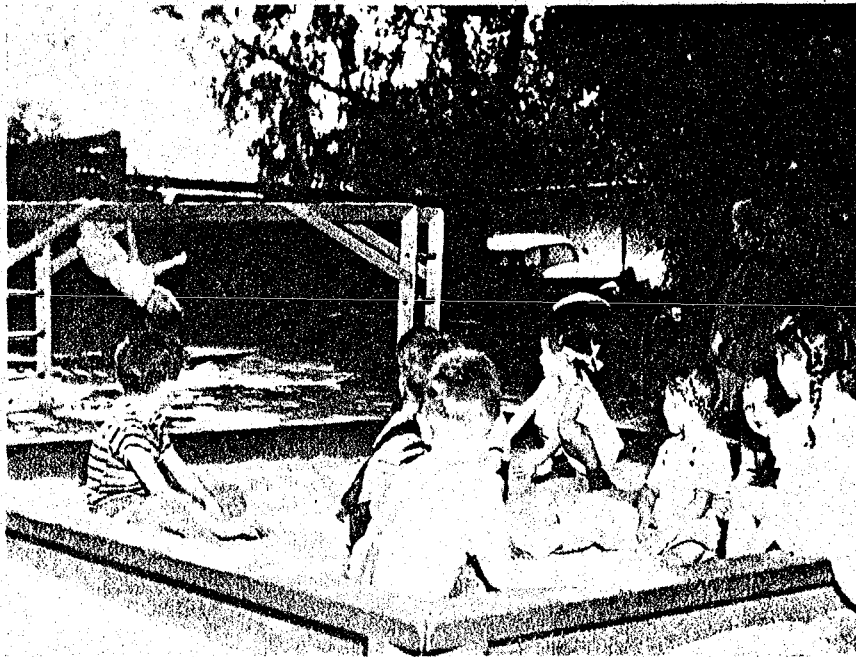
Date
Left _____ Height _____ Weight _____

Mother's
Name _____ Address _____ Phone _____

Place of
Employment _____ Address _____ Phone _____

Father's
Name _____ Address _____ Phone _____

Place of
Employment _____ Address _____ Phone _____



Federal Child-Care Welfare Center

SPONSORED BY

STOCKTON UNIFIED SCHOOL DISTRICT

ESTABLISHED FOR CHILDREN OF

Working Mothers

NURSERY SCHOOLS for 2 to 5½ year-olds

EXTENDED DAY-CARE UNITS for 5½ to 16 year-olds

What Does the NURSERY SCHOOL Do for Children?

The Nursery School offers to young children of working mothers essential physical care and protection during the hours when their mothers are employed. The Nursery School affords many other benefits such as:

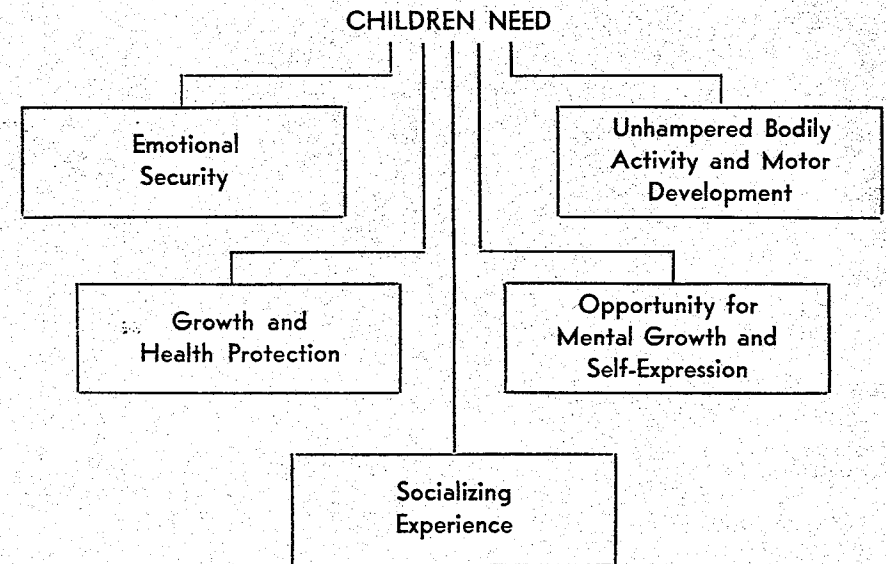
- It provides an environment in which the young child can be happy and grow at his own rate of development.
- It promotes and helps maintain physical health and vigor by providing daily health inspection, balanced diet, rest and sleeping periods, outdoor and indoor play. Each child is required to have a complete physical check previous to his enrollment at the San Joaquin Local Health Center. This service is supplied without charge on Thursdays, 1:00-4:00 p. m.
- It provides experience with music, art and constructive materials, stories and pictures, plants and pets.
- It provides the child with play materials which give him opportunities to make things, to use his imagination, to mold things to his own purpose, to reason out solutions to problems.
- It provides the child with opportunities for sharing responsibilities, for taking turns, for standing up for his own rights, for recognizing the rights of others, for giving and receiving help, for getting along with people who are of the same age and older, for giving and receiving warm affection.

The Nursery School develops the child along all lines, helping him to become more skillful in the use of his body, to develop more helpful attitudes, and to direct his own emotions.

Professionally trained teachers are in charge of the program from 6:30 a. m. to 6:30 p. m. daily, six days each week.

Cost per child per week is \$3.00, payable each Monday in advance. Names and locations of the Centers now in operation may be found on the

EXTENDED DAY-CARE UNITS* also meet basic needs of childhood



Following is a typical schedule for school-age children

6:30-8:00	- - - - -	Health inspection - Quiet games
8:00-8:30	- - - - -	Story-telling - Planning day's activities
8:30-9:00	- - - - -	Free play
9:00-9:45	- - - - -	Music (older children) - Story-telling (younger children)
		Quiet games
9:45-10:00	- - - - -	Clean up - Refreshments
10:00-10:45	- - - - -	Organized games
10:45-11:30	- - - - -	Music (younger children) - Library (older children)
11:30-12:00	- - - - -	Free play
12:00-1:00	- - - - -	Lunch - Free play
1:00-2:00	- - - - -	Rest period (younger children) - Arts and crafts (older children)
2:00-2:45	- - - - -	Free play (older children) - Arts and crafts (younger children)
2:45-3:00	- - - - -	Clean up - Refreshments
3:00-3:45	- - - - -	Organized games - Dramatics
3:45-6:00	- - - - -	Free play - Quiet games - Dismissal as called for
Monday, Wednesday, Friday, 9:00-12:00 - Shop - Wood-work for older boys		

Hours are 6:30 a. m. to 6:00 p. m. daily except Sunday. Centers are open on all holidays except Christmas.

Weekly fee for a school-age child is \$1.80, payable each Monday in advance.

159c

FEDERAL CHILD CARE PROJECT

STOCKTON UNIFIED SCHOOL DISTRICT

BEATRICE BURROWS, Director

Telephone 2-6401

NURSERY SCHOOLS

For children two to five and one-half years of age.

Hours: 6:30 a. m. to 6:30 p. m.

Fee: \$3.00 per week.

- | | |
|--|--|
| 1. Oak Street Nursery School
17 East Oak Street
Telephone 2-6401 | 2. Lafayette Nursery School
South American and Church
Telephone 6-6474 |
| 3. Main Street Nursery School
2198 East Main Street
Telephone 2-0830 | 4. Munford Nursery School
1950 East Sonora
Telephone 3-0955 |
| 5. Riverview Nursery School
Riverview Housing, Unit No. 62
Telephone 9-9724 Ext. 7 | |

SCHOOL AGE CENTERS

For children five and one-half to sixteen years of age.

Hours: 6:30 a. m. to 6:00 p. m.

Fee: \$1.80 per week.

- | | |
|--|--|
| 1. El Dorado Day Care Center
Pacific Ave. and Harding Way
Telephone 2-2548 | 2. Fair Oaks Day Care Center
Corner E. Main and "C" Streets
Telephone 4-4193 |
| 3. Lafayette Day Care Center
Corner American and Church | |

160

RICHMOND

CHILD CARE CENTERS

RICHMOND SCHOOLS

Richmond, California

161
171

Date _____

Name of Child _____ Race _____

Address _____

Birth Date _____ Birth Place _____
Mo. Day Year

How long in California _____ In Contra Costa Co. _____

Mother's Name _____ Yard _____ Badge _____

Occupation _____ Location in yard _____ Shift _____

Father's Name _____ Yard _____ Badge _____

Occupation _____ Location in yard _____ Shift _____

Name of Person calling for child _____

Address _____ Telephone No. _____

Others to be notified in case of emergency _____

Other Children _____ Ages _____

HOME - SCHOOL AGREEMENT

The School's Part:

The school will provide a program for the child designed to further his development and growth.

The Parent's Part:

On admission of my child to the Child Care Center I will cooperate with the work carried forward and I herewith release the school from liability.

I am willing to have _____ go on short excursions and trips under the supervision of the teachers.

Signed _____
Father Mother Or Guardian

Name of school _____

RICHMOND CHILD CARE CENTERS

Richmond, California

162
172

Child's Name _____ Age _____ Date of Birth _____
 Last First Year Month
 Address _____ School _____ Room _____

Has this child been enrolled in a Nursery School in Richmond before? _____

If so, where? _____

Other children in Nursery School or Extended Care _____

HISTORY OF DISEASES

Disease	Year	Disease	Year	Disease	Year
Chicken Pox		Measles		Allergy	
Diphtheria		Mumps		Earaches	
German Measles		Pneumonia		Frequent Colds	
Inf. Paralysis		Scarlet Fever		Rheumatic Fever	
Meningitis		Whooping Cough		Tonsillitis	

Significant Family History of Tuberculosis _____

RECORD OF IMMUNIZATIONS AND TESTS

Type	Year	Results	Type	Year	Results
Smallpox			Typhoid		
Diphtheria			Schick Test		
Whooping Cough			Tuberculin Test		

PARENT'S CONSENT FOR IMMUNIZATION:

I hereby consent to the immunization of my child against:

Smallpox Vaccination _____ Whooping Cough Serum _____

Diphtheria Toxoid _____ Diphtheria Toxoid and
 Whooping Cough Serum _____

Signature of Parent _____

Richmond Family Physician _____

Address _____ Phone _____

Daily Menus

Monday

Mid Morning; Milk & Crackers

Noon

Liver Casserole with Rice
Cabbage & Tomato Salad
Whole Wheat Bread Milk
Fruit

Mid Afternoon Lemonade or other fruit juice

Tuesday

Mid Morning; Milk & Crackers

Noon

Baked Potatoes
Zucchini String Beans or Carrots
Whole Wheat Toast Milk
Chocolate Cornstarch Pudding

Mid Afternoon Tomato Juice

Wednesday

Mid Morning; Milk & Crackers or Toast

Noon

Baked Noodles with Cheese Sauce
Buttered Greens Carrot Sticks
Whole Wheat Bread Milk
Prune Tapioca Pudding

Mid Afternoon Tomato Juice

Thursday

Mid Morning; Milk & Crackers

Noon

Heat Loaf & Brown Gravy
Steamed Rice Sliced Tomatoes
Whole Wheat Toast Milk
~~Plain Jello~~ *Cookies*

Mid Afternoon Orange Nog

Friday

Mid Morning; Milk & Crackers

Noon

Scalloped Salmon
Carrot Sticks or Grated Carrots
Yellow Squash
Whole Wheat Bread Milk
Fruit - Stewed or Fresh

Mid Afternoon Tomato Juice

Saturday

Mid Morning; Milk & Crackers

Noon

Vegetable Soup
Cottage Cheese & Fruit Salad
Bread Pudding

_____ Child Care Center. Date _____
Name _____ Birth Date _____
Address _____ Phone _____
Father's Name _____ Bus.Add. _____
Mother's Name _____ Bus.Add. _____
Mother's Bus.Phone _____ Father's Bus.Ph. _____
Whom should your child be left with in case of emergency
if you are not at home? _____
In case of evacuation, give name and address of relative
or friend child should be sent to _____

(Over)

Summer Permit for Excursions
Beginning June 19, 1944

Excursions within walking distance of the Child Care Center and those when street-car transportation is necessary, are arranged in order to enable your boys and girls to enjoy the community places of interest.

At all times, your child is under trained supervision and guidance.

If you will give permission for your child to be taken on such trips, please fill in the blanks below and return this slip to the Child Care Center. Thank you.

Teacher

Teacher

Will you kindly take _____ on the excursions noted above?

Parent's Signature

Date

Richmond

CHILD CARE CENTER ENROLLMENT CARD - Richmond School

Child's Name _____ Date _____
 Race _____
 Address _____ Birth Date _____
 Mother's Name _____ Yard _____ Badge _____
 Occupation _____ Location _____ Shift _____
 Father's Name _____ Yard _____ Badge _____
 Occupation _____ Location _____ Shift _____
 Who will call for child _____
 Others to be called in emergency (Address & phone): _____
 School: _____

3.60	1 child	1 week	with breakfast
3.00	1 child	1 week	no breakfast
(4.50	2 children	1 week	no breakfast Nursery
5.70	2 children	1 week	breakfast ")

Washington:

3.60	1 child	for 12 hours or less with break.
3.00	1 child	for 12 hours or less & no break.
6.00	1 child	for 12 hour or more & no br eak.
6.60	1 child	for 12 hours or more with break.

167

OAKLAND

OAKLAND PUBLIC SCHOOLS
CHILD CARE CENTERS

Date _____ 168
188

Child's Name _____ Age _____ Sex _____

Birthplace _____ Date _____

Father's name _____ Age _____

Father's address _____ Phone _____

Father's birthplace _____ Citizenship _____

What? Where?
Father's occupation _____ Income _____

Father's education _____ Race _____

Mother's name _____ Age _____

Mother's address _____ Phone _____

Mother's birthplace _____ Citizenship _____

What? Where?
Mother's occupation _____ Income _____

Mother's education _____ Race _____

Other members of household and ages _____

Health of child _____

Colds _____ Sore Throat _____ Ear trouble _____ Allergies _____

Measles _____ Date _____

Mumps _____ Date _____ Smallpox Vac. _____ Date _____

Whooping Cough _____ Date _____ Whoop. Cough " _____ Date _____

Scarlet Fever _____ Date _____ Diphtheria Tox. _____ Date _____

Diphtheria _____ Date _____ Schick Test _____ Date _____

Chickenpox _____ Date _____ T.B. Test _____ Date _____

Other illnesses _____

Tuberculosis in household _____ Name _____ Date _____

Yes _____ No _____ Name _____ Date _____

Is child toilet trained _____

Nervous habits as thumb sucking, etc. _____

Name child's physician _____ Address _____

OAKLAND PUBLIC SCHOOLS
CHILD CARE CENTERS
M E N U
WEEK OF JULY 17, 1944

169
189

DAY
EGGS

Hard cooked with Cream
or Tomato Sauce
Scrambled with Minced Bacon

Milk

Boiled Potatoes

Bread and Margarine
Fruit Cup

Raw Veg. Sticks

WEDNESDAY

Boiled Tongue
OR
veal loaf
Boiled Potatoes

Milk

Green Salad
or

Raw Veg. Sticks

Bread & Margarine

Stewed Prunes & apricots

THURSDAY

Beef Roast in Tomato Sauce
OR
Canned Beef Beans
Green Salad OR
French Toast Sandwiches

Milk

Green Salad with

Hard Cooked Eggs

Fruit Cup or Fruit Pie

FRIDAY

Liver & Onions in Tomato Sauce
OR
Liver & Beef Chow with vegetables

Milk

Brown Rice

Raw Veg. Sticks

Ginger Bread

SATURDAY

Boiled Fresh Fish with Parsley Butter
OR
Fish Chowder

Milk

Boiled Potatoes

Fresh Tomato Wedges

Bread & Margarine
Fresh Fruit

SUNDAY

Corn Meal Pie

Milk

Raw Veg. Sticks

Bread & Margarine

Baked or Boiled Custard or Ice Cream

Margaret P. Zeig
Nutritionist

BASIC ROUTINES

(Compiled by the staff of the Mills College Dept. of Child Development)

Activities of the nursery school fall into four general groups, those occurring in the cloakroom and bathroom, in the dining-room, in the rest-room, and on the playground or in the playroom.

110
190

These basic practices apply wherever such activities occur within the program.

The teacher should be thoroughly familiar with all these basic routines, so that she may work efficiently at any time in any part of the program.

It is often easiest for the staff to learn such procedures as the wash routine if they go through the individual steps themselves.

1. CLOAKROOM, BATHROOM

<u>The Child</u>	<u>The Teacher</u>	<u>References</u>
1. Stands near his own locker while he--	1. Encourages child to do as much as he can for himself	1. Foster and Mattson "Nursery School Education" pp. 118-129
2. Takes off cap, mittens, coat, rubbers	2. Gives help when really needed	2. Updegraff et al. "Practice in Pre-school Education" pp. 90-94
3. Hangs coat on hook	3. Gives simple, clear commands or suggestions, such as:	31. Wagoner, L. C. "Observation of Young Children" pp. 20-22
4. Places cap, mittens, rubbers, in containers provided or Puts on coat, cap, rubbers, mittens.	a) "See if you can find your locker." b) "Now put on your cap." c) "Now you may go to the toilet." d) "Wipe the backs of your hands too."	
<u>Toilet:</u>		
1. Goes to toilet	4. Assists boys in keeping their balance if distance to tank is too great	
2. Raises seat	5. Helps the child rub a few drops of mineral oil into hands, in case of chapping	
3. Arranges clothes	6. Helps clean the child after bowel movement	
4. a) Older boys stand and follow procedure taught at home b) Younger boys place hands on tank and lean forward, using stool if bowl is too high	7. Makes record of time and nature of bowel movement	
5. Urinates or has bowel movement	8. Uses the term "urination" and "bowel movement" whatever the child uses at home	
6. Uses toilet paper, if necessary, with help of teacher	9. Checks schedule of urination for younger child	
7. Arranges clothes		
8. Puts down seat		
9. Flushes toilet		
10. Goes from toilet to basin		
11. Rolls up sleeve		
12. Turns on water		
13. Rubs on soap		
14. Gets hands wet		
15. Washes- palms, backs, wrists		
16. Rinses hands		
17. Turns off water		
18. Goes to his own hook		
19. Removes towel		
20. Wipes hands and wrists		
21. Rolls down sleeves or		
10. Goes to own hook for washcloth		
11. Goes to any basin not in use		

Toilet Accidents

1. Takes child to locker or toilet room without comment
2. Removes wet or soiled clothes
3. Washes child if necessary
4. Helps him put on dry clothes
5. Sends him back to playroom
6. Rinses out wet or soiled clothes in toilet
7. Washes out clothes in soapy water
8. Puts clothes to dry

Cloakroom; Bathroom continued--

12. Places washcloth on edge of basin
13. Turns on faucet
14. Washes hands if he has gone to toilet (see above)
15. Gets washcloth wet
16. Squeezes out cloth
17. Washes face
18. Rinses cloth
19. Squeezes out cloth
20. Returns cloth to his own hook
21. Dries face and hands
22. Takes comb from hook
23. Goes to mirror
24. Combs hair
25. Returns comb to hook
26. Goes to table on which are placed cups of water
27. Takes cup
28. Drinks
29. Places cup on tray for used cups or in waste-basket, if paper

171
191

Note: Some opportunity should be given the child to drink water during the morning and afternoon. This is just one way of including it in the routine.
(See No. 26 to 29)

II. SLEEPROOM

The Child

1. Goes to his own cot
2. Removes outer garments if necessary
3. Removes shoes or puts socks on over them
4. Lies down in resting position
5. Pulls up covers
6. As indicated by teacher, gets up
7. Puts on outer garment and shoes or removes socks
8. Folds blanket or straightens bed
9. Goes quietly to the bathroom

The Teacher

1. Encourages the child to do for himself
2. Never refuses help where necessary
3. Checks on temperature (as near 58° as possible) and light
4. Speaks to children in a whisper
5. Moves as quietly as possible
6. Sees that child is well covered
7. Sees that no draft blows directly on child
8. Helps children who are restless or noisy to become quiet
9. Says:
"You must rest quietly now: you may talk to Bobby when you get up." "Now it is time to be quiet."
"See how quiet you can be."

References

1. Foster and Mattson "Nursery School Education" pp. 160-74
2. Updegraff et al. "Practice in prep school Education" pp. 82-88
3. Wagoner, L. C. "Observation of Young Children" p. 22

III. Dining-Table

The Child

Noon meal or breakfast

1. Goes to small table
2. Sits down in his place
3. Goes as directed by the teacher to serving table
4. Receives plate of food from teacher serving
5. Brings food to his own table
6. Pours milk from small pitchers already present on table, into glass at his place

The Teacher

1. One sits at each table
2. Keeps her seat as much as possible, asking child to come to her for help
3. Shows any new child exactly what he has to do
4. Tells each child when it is his turn to get food, choosing slower eaters first when possible

References

1. Foster and Mattson "Nursery School Education" pp. 132-59
2. Updegraff et al. "Practice in Preschool Education" pp. 72-82
3. Wagoner, L. C. Obs. of Young Chil. p.

Dining Table Continued---

- | | | |
|--|--|-----|
| 7. Waits while teacher ties bib | 5. Avoids letting too many children be at serving table at once | 172 |
| 8. Begins eating without waiting for others | 6. Ties bib or tucks in napkins | 192 |
| 9. When he has finished main course (cereal or meat and vegetable and milk) he takes his empty dish to serving-table and brings toast or dessert on his return | 7. Mashos or cuts food when necessary | |
| 10. May go back and serve himself second helping of main course after finishing toast or dessert | 8. Teacher at serving-table sees that child's serving is the amount he usually eats | |
| 11. Upon finishing the meal, wipes his mouth | 9. Teaches him to eat neither too fast or too slowly | |
| 12. Stands and pushes chair up to table | 10. Teaches him to drink slowly | |
| 13. Takes remaining dishes to serving-table | 11. Asks child when he has finished toast or dessert whether he wishes more milk or other food | |
| 14. Drops napkin in basket | 12. By example and suggestion encourages the child to eat, but avoids urging | |
| 15. Goes directly to toilet | 13. Consults dietician, doctor and other teachers in doubtful cases | |
| | 14. Keeps her voice low and steady | |
| | 15. Gives as few directions as possible | |
| | 16. Avoids discussion of food | |
| | 17. Does not make conversation | |

Morning or Afternoon Lunch

- | | |
|---|--|
| 1. Goes to tray on which are small cups of fruit juice or cod-liver oil | 1. Sees that only three or four children go to juice table at once |
| 2. Takes cup and napkin to nearby table | 2. Helps child wipe up spilled juice without comment and refills cup |
| 3. Drinks juice or milk | 3. Passes crackers or sandwiches or chooses child to do this |
| 4. Helps himself to crackers or sandwiches as they are passed | |
| 5. Wipes mouth | |
| 6. Returns empty cup to tray | |
| 7. Drops napkins in basket | |

IV. PLAYGROUND AND PLAYROOM

<u>The Child</u>	<u>The Teacher</u>	<u>References</u>
1. Chooses any material or equipment he wishes without interference with other children	1. Lets the child alone as much as possible a) Does not "organize" play but Helps a child learn to play with new materials or to play more connectedly with one type, as needed; suggests new uses of equipment b) Does not interfere in children's play or quarrels with one another, except: To teach a child: to play without interfering with others; to take turns; to hold his own; to give up upon occasion To protect a child busy with a certain activity from being interrupted	1. Foster and Mattson "Nursery School Education" pp. 3-116 2. Updegraff et al. "Practice in Pre-school Education" pp. 57-72, 95-190 3. Wagoner, L. C. "Observation of Young Children" pp. 23-24
2. May use this material as his own, for the time being		
3. May not take materials away from other children		
4. May not misuse or destroy equipment		

unnecessarily by children or adults

To keep a child from getting physically hurt

c) Shows child to use equipment to prevent destruction

d) Lets a child try out his own powers but

Never hesitates to give help if the child's safety is involved

2. Sees that child's clothing is adjusted to temperature

3. Checks to see that child has placed wraps near gate if dismissal is from yard

Quiet Activities:

Painting:

1. Takes apron from hook
2. Puts on and fastens apron
3. Takes jar of paint
4. Paints
5. Returns paint to stand to choose another color or upon finishing

6. Removes and hangs up apron

Clay:

1. Takes apron from hook
2. Puts on and fastens apron
3. Takes clay board from shelf
4. Places clay board on table
5. Takes ball of clay from jar
6. Places clay on board and sits down
7. Upon finishing, stands up, pushes chair up to table
8. Puts clay back on shelf
9. Replaces board on shelf
10. Takes off apron
11. Returns apron to hook

Quiet Activities

(Paint, clay, crayons, beads, paper cutting, etc.)

1. Lets child do as he wishes with the material as long as he is not misusing it
2. Does not tell the child what to make, show him how to make an object, nor ask him what he has made
3. Treats a child's products with interest and respect
4. If the child is misusing material, first gets his attention, then says: "Billy, please paint on the paper?" "Helen, keep the clay on the board" (Not: "Don't drop the clay".)
5. Gives needed help with aprons, paint jars and clay.

Story-Telling

1. Selects small group of children, if possible of same maturity
2. Selects a story which she, as well as the children, enjoy
3. Selects a story which she knows well
4. Reads or tells story without false drama
5. Gets attention of child by lowering voice or directing part of the story to him.
6. Is careful to stop before the children become restless

Music

1. Makes a distinction between listening and rhythmic response
2. Quits before the children get tired
3. Works with only small group at one time
4. Helps child primarily to distinguish tones, rhythm, tempos, volumes, rather than to suggest content for music
5. Encourages spontaneous rhythmic expression of child, rather than specific response

CHILD CARE CENTERS

MAINTAINED BY THE
OAKLAND PUBLIC SCHOOLS

FOOD, FUN AND CARE
for YOUR CHILD

★★★★ WHILE YOU WORK ★★★★★



UNDER THE AUSPICES

CHILD CARE COMMITTEE
WAR SERVICES DIVISION
OAKLAND DEFENSE COUNCIL

FOOD! FUN! CARE!

FOR BOYS AND GIRLS FROM 2 TO 15 YEARS OLD WHOSE PARENTS ARE EMPLOYED



Just visit a Neighborhood Care Center at meal time if you want to see children truly enjoy food that is "good for them." No wonder parents are proud of the fact their youngsters eat food they formerly refused . . . and constantly gain weight.

Meals are planned by trained nutritionists and prepared under their supervision. Breakfast is available for children who come too early to have eaten at home. At noon, dinner consists of meat or a meat substitute, three vegetables (two green and one starchy), dessert and milk. In the middle of the morning, each child is given a glass of fruit juice; and in mid-afternoon he has sandwiches, fruit and milk.



Provision is made for supervised play both on the playground and indoors. Slides, swings, balls, blocks, crayons, and all manner of games and toys are provided for children of all ages. The youngsters are taught to make things and to play together. One Mother writes, "My small son is better mannered, is more ready to co-operate at home, and is interested now in doing for himself. I can go off to my war work and know he is having the best of food and care. It is so much better than burdening a relative or neighbor with the responsibility." . . . Another Mother writes, "If it weren't for the Child Care Centers, I wouldn't be able to work in the shipyards. And the fact that Junior **LIKES** to go there every day, makes it easier for me to do my patriotic duty."

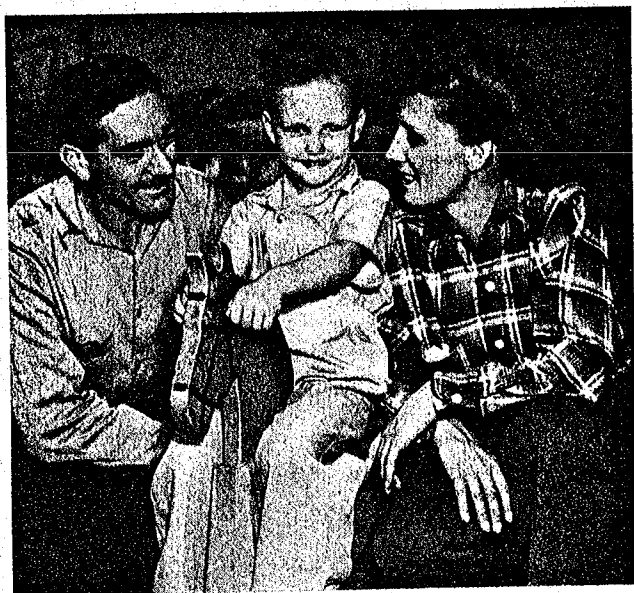


Children who are too young to attend school are cared for in the Neighborhood Care Centers the entire day at nominal cost to the parents. These nurseries open as early as 6:30 in the morning, and remain open as late as 6:00 p.m. every day but Sunday.

For the older children in kindergarten and school, extended-care is provided for all out-of-school hours, and Saturdays and holidays.

This service is available for the nominal charge of \$3.00 per week.

MOTHERS *and* FATHERS



You too, will be free from worry while you work if you leave your children at a Neighborhood Care Center. When you say good-bye to them in the morning, you can be assured they will have proper and plenty of food, supervised play, and necessary rest. When you call for them in the evening, you will find they have had a well-balanced normal day. See the list of Neighborhood Care Centers on the back page of this folder. Choose the one nearest to your home, or close to where you work. Enroll your child at once.